



Office of Educator Preparation
and Licensure

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Practicum Handbook

**For all Springfield College MA DESE Approved
Initial Stage Teacher Licensure Programs**

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INTRODUCTION

Greetings to Teacher Candidates, Program Supervisors & Supervising Practitioners

The practicum handbook serves as a guide for navigating the requirements of the practicum experience at Springfield College. The purpose of this handbook is to provide supervisors and teacher candidates with all of the information they need to ensure successful completion of the practicum (student teaching) experience that leads to teacher candidates being *Ready to Teach*.

Springfield College offers numerous teacher preparation programs. At the undergraduate level we have teacher preparation programs in physical education, health, elementary, special education (leading to teacher of students with moderate disabilities license), early childhood, biology, English, history, mathematics and visual art. At the graduate level we offer most of the above mentioned teacher preparation programs, as well as, chemistry, earth science, general science, middle school humanities, middle school mathematics/science, physics, and social science. Over the years we have prepared hundreds of quality educators.

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 has the answers to many of your questions.

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!

If you have any questions, please do not hesitate to call the Educator Preparation Office at 413-748-3155 or email me directly, Ldelano@springfieldcollege.edu. Best wishes and good luck as you prepare to be an exceptional teacher!



Linda C. Davis-Delano, Ph.D.
Director, Educator Preparation & Licensure

SECTION I

PRACTICUM

OVERVIEW

Practicum Experiences at Springfield College

Teacher candidates (practicum students) in Springfield College Teacher Preparation Programs are required to complete an official practicum experience that spans at least one semester (~14 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 requirements. Site assignments are made in consultation with, and with the permission of, the Director of Educator Preparation & Licensure. All standards for practicum placement must be met.

Candidates are required to complete a minimum of 300 clock hours for each license being sought. Of these hours, 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 learner work, evaluation 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 in Section III.

PRACTICUM OBJECTIVES AND ASSESSMENT

The objectives for the practicum experience include the subject matter knowledge (SMK) topics listed in the Massachusetts Regulations for Teacher Licensure and SMK guidelines, the Professional Standards for Teaching and the seven essential elements detailed in the Candidate Assessment of Performance (CAP) rubric (see Section III). Informal observations are often done by the supervising practitioner (SP) in addition to the required four formal observations by the supervising practitioner and program supervisor (PS), any additional observations done by the PS, 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 detailed assessment documentation used to show successful completion of these standards are as follows:

Subject Matter Knowledge (SMK): Items used as evidence in assessing SMK are the preservice teacher's lesson plans, unit plans, lesson video and all observation forms completed by the supervising practitioner and the program supervisor. In addition, successful completion of certain coursework taken by the preservice teacher may be used to demonstrate knowledge of some topics. [Note: In addition, a transcript review is completed for all candidates completing a post-baccalaureate approved program.]

Professional Standards for Teachers: Listed below are the four professional standards for teachers: 1. Curriculum, Planning and Assessment; 2. Teaching All Students; 3. Family and Community Engagement; 4. Professional Culture. All of the indicators listed are introduced, practiced or demonstrated in coursework and/or field-based experiences that are part of the preparation program for teacher candidates. *The indicators in italics are the indicators that teacher candidates must demonstrate to be deemed ready to teach.* For the rest of the indicators it is ideal if teacher candidates have the opportunity to practice, be observed and to receive feedback during the practicum. See chart in Section III that details evidence required to demonstrate each essential element.

<p>(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.</p>
<p><i>(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</i></p>
<p><i>(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences, and improve future instruction.</i></p>
<p><i>(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately. (Get practice if possible, do not need to demonstrate)</i></p>
<p><i>SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.</i></p>
<p><i>SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.</i></p>
<p>(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.</p>
<p><i>(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</i></p>

<i>(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</i>
(c) Student Learning indicator: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures. (Get practice if possible, do not need to demonstrate)
<i>(d) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</i>
<i>(e) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.</i>
<i>SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.</i>
<i>SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.</i>
(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community. (Get practice , if possible do not need to demonstrate)
(b) Collaboration indicator: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. (Get practice , if possible do not need to demonstrate)
(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. (Get practice , if possible do not need to demonstrate)
<i>SEI Indicator (e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. (Get practice, if possible do not need to demonstrate)</i>
(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
<i>(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.</i>
(b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. (Introduce: Show understanding through coursework or field based experiences.)
(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks. (Get practice , if possible do not need to demonstrate)
(d) Decision-making indicator: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning. (Introduce: Show understanding through coursework or field based experiences.)
(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school. (Introduce: Show understanding through coursework or field based experiences.)
<i>(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.</i>

The chart below contains the 4 standards, 16 indicators and 29 elements that all Massachusetts teachers are required to demonstrate. Highlighted in bold are the **seven essential elements** that teacher candidates must demonstrate in order to be deemed ready to teach. These seven essential elements are further detailed in the Candidate Assessment of Performance (CAP) rubric (see Section III). The assessment of candidate readiness through CAP is made using multiple measures. There are four major categories of evidence required in CAP: observations, measure of student learning, student feedback, and candidate artifacts.

Teacher Rubric At-A-Glance [DESE Model Classroom Teacher Rubric, August 2018 page iii]

Standard I: Curriculum, Planning & Assessment

- A. Curriculum and Planning Indicator
- 1. Subject Matter Knowledge**
 2. Child and Adolescent Development
 - 3. Well-Structured Units & Lessons**
- B. Assessment Indicator
1. Variety of Assessment Methods
 - 2. Adjustments to Practice**
- C. Analysis Indicator
1. Analysis and Conclusions
 2. Sharing Conclusions With Colleagues
 3. Sharing Conclusions With Students

Standard III: Family and Community Engagement

- A. Engagement Indicator
1. Family Engagement
- B. Collaboration Indicator
1. Learning Expectations
 2. Curriculum Support
- C. Communication Indicator
1. Culturally Proficient Communication

Standard II: Teaching All Students

- A. Instruction Indicator
1. Quality of Effort and Work
 2. Student Engagement
 - 3. Meeting Diverse Needs**
- B. Learning Environment Indicator
- 1. Safe Learning Environment**
 2. Collaborative Learning Environment
 3. Student Motivation
- C. Student Learning Indicator
- D. Cultural Proficiency Indicator
1. Creates and Maintains a Respectful Environment
- E. Expectations Indicator
- 1. High Expectations**
 2. Access to Knowledge

Standard IV: Professional Culture

- A. Reflection Indicator
- 1. Reflective Practice**
 2. Goal Setting
- B. Professional Growth Indicator
1. Professional Learning and Growth
- C. Collaboration Indicator
1. Professional Collaboration
- D. Decision-Making Indicator
1. Decision-making
- E. Shared Responsibility Indicator
1. Shared Responsibility
- F. Professional Responsibilities Indicator
1. Judgment
 2. Reliability and Responsibility

Crosswalk of CAP's Seven Essential Elements to PST Indicators

The Seven Essential Elements of CAP represent skills that are deemed essential to effective practice, such that the absence of a teacher's competency in the skill would likely put students at risk. These elements are also aligned to and representative of PST Indicators that all teacher candidates must be able to "demonstrate" by the conclusion of the preparatory experience.

When rating an element, supervisors should also be examining a candidate's practice associated with the PSTs that align with that element. The teacher candidate should demonstrate the PSTs to be fully proficient in an element.

Essential Element	PST Indicators (identified at the "Demonstrate" level of practice)
1.A.1 Subject Matter Knowledge	<ul style="list-style-type: none"> • 1(a) Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and selects, adapts as necessary, and implements effective and rigorous standards-aligned curricular materials consisting of well-structured units and lessons with measurable outcomes. • 2(a) Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. • 2(d) Expectations: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students. • 4(f) Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently. • SEI (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
1.A.3 Well-Structured Units and Lessons	<ul style="list-style-type: none"> • 1(a) Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and selects, adapts as necessary, and implements effective and rigorous standards-aligned curricular materials consisting of well-structured units and lessons with measurable outcomes. • SEI (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. • 2(b) Learning Environment: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. • 2(f) Classroom Management: Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures. • 4(f) Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

1.B.2
Adjustments
to Practice

- **1(b) Assessment:** Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.A.3
Meeting
Diverse
Needs

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **SEI (b)** Uses effective strategies and techniques for making content accessible to English language learners.
- **SEI (d)** Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.B.1
Safe
Learning
Environment

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(b) Learning Environment:** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.E.1
High
Expectations

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

4.A.1
Reflective
Practice

- **4(a) Reflection:** Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

SECTION II

RESPONSIBILITIES OF

SUPERVISORS

&

TEACHER CANDIDATES

Teacher Candidate (TC)/Supervising Practitioner (SP)/ Program (College) Supervisor (PS) Responsibilities At-a-Glance

Some of the CAP documents are to be completed in the CAP Online Platform
ALL other written documents MUST be UPLOADED into the CAP Online Platform

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

Deadline

Prior to 1st Mtg.

Prior to 1st Mtg.

Week 1

Week 1

Ongoing

Prior to teaching

Prior to teaching

Within 24 hours

3 days prior to midterm

Due at midpoint

Situational - depends
on length of practicum

1 week prior to final
practicum meeting

Deadline

Prior to practicum

Week 1

Weeks 1-2

Ongoing

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

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.)

Prior to Midterm

After Midterm

Prior to Final

After Final

Teacher Candidate (TC)

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

Supervising Practitioner (SP)

- Log-on to *DESE Security Portal* [CAP online platform]
- 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)
- 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)
- Daily/Weekly observations (verbal or written feedback provided)
 - Written feedback at least once a week is desirable (use SC forms)
 - S³/WTP- SP = onsite coach, minimum 2-4 obs per semester- more desirable
- A1 U1 A2 (optional for SP) U2
- Complete Formative Assessment form in online platform
 - Calibrate with PS, finalize all ratings and comments, mark COMPLETE
- Complete Summative Assessment form in online platform
 - 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
Week 1

- Log-on to *DESE Security Portal* [CAP online platform]
- 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 2nd 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 (S³/WTP only= weekly)
 - **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 him/her 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 last section of this handbook for additional resources including a “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 his/her 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. Together with the program supervisor ensure that implementation plan steps are entered in the CAP online platform by the candidate.
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 s/he can complete this assignment. TCs must use DESE approved student feedback surveys.

7. See the detailed checklist of things to cover in the last section of this handbook and review the list of “Common Weaknesses” at the end of this section and help the teacher candidate improve in these areas.
8. Develop a schedule for the teacher candidate. The schedule should allow the candidate to observe and assist in classes early in the practicum experience and to gradually assume more of the responsibilities associated with the role of the teacher, including teaching entire lessons, units and eventually taking on all of the responsibilities of a full-time teacher. [Of course this point does not pertain to working teachers.]
9. Provide continuous feedback and evaluation to the candidate as to his/her 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 his/her performance. [For working teachers, a minimum of 2 visits per semester by the SP (onsite coach) are required, more observations are desirable.]
10. 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.
11. 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 is included in this handbook.
12. Consult regularly with the program supervisor about the performance and progress of the teacher candidate. In the event he/she is not making satisfactory progress and/or there are major concerns/issues, collaborate with the program supervisor to fill out the Springfield College “Intervention Form.” A copy of this form is included in this handbook.
13. Follow the three step process listed below for the midterm evaluation/formative assessment.
 - First, review candidate 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.
14. For the final evaluation/summative assessment, review all of 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. Collaborate with the program supervisor to determine the final ratings, evidence to support ratings, and written comments on the CAP. Suggest additions and/or changes to the program supervisor. 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 candidate's file. [Note: Samples of all forms can be found in this handbook.]
 15. Each step of the way, in the CAP online platform, both the SP and PS independently must indicate that all documents are complete. 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 of the Massachusetts essential elements and is ready to teach. Finally, in the CAP online platform, both supervisors must indicate that the candidate is ready to teach (or not).
 16. 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.]
 17. 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 last section of this handbook for additional resources including a "Program Supervisor Checklist – Things to Cover with Teacher Candidates."]

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 him/her your home and office telephone numbers and email address, review his/her role in working with one of our candidates, provide an overview of the supervising practitioner responsibilities, and answer any questions he/she 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.
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 practitioner 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 Intervention Warning form if necessary. A copy of this form is included in this handbook.
5. As part of the CAP Protocol, review the teacher candidate's rubric summary, self-assessment and his/her 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. Together with the supervising practitioner ensure that implementation plan steps are entered in the CAP online platform by the candidate.
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 program supervisors can review on a timely basis.
10. Double check to ensure that the candidate uploads all written work/evidence to the CAP online platform and cross references (tags) to one or more of the essential elements.

11. Answer questions about all written assignments. Remind the teacher candidate to get video recording completed and complete self-observation. Help with the e-portfolio.
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 supplements to this handbook 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 Weaknesses” 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 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 of 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. Collaborate with the supervising practitioner to determine the final ratings, evidence to support ratings, and all written comments on the CAP. Suggest additions and/or changes to the supervising practitioner as appropriate. 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 CAP signature page will be kept in the candidate's file. [Note: Samples of all forms can be found in this handbook.]

18. Each step of the way, in the CAP online platform, both the SP and PS independently must indicate that all documents are complete. 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 of the Massachusetts essential elements and is ready to teach. Finally, in the CAP online platform, both supervisors must indicate that the candidate is ready to teach (or not).
19. After consultation with the supervising practitioner, determine the appropriate letter grade for daily teaching/instructional performance (on-the-floor teaching is 60% of 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. A "Grading Worksheet" may be used to assist you in calculating the final grade. Completed grading form(s) should be submitted to the Office of Educator Preparation.
20. 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" (final grade must be a letter grade). The program supervisor is responsible for submitting these 3 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 in this handbook.] **Please double check to make sure all 3 documents are filled out completely and signature page is signed in all places.**
21. 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 WEAKNESSES:

1. Poor planning including:
 - a. Lack of detail in lesson plans including clear and measurable student learning objectives in each of the domains-cognitive, affective, and behavioral.
 - b. **Plans not turned in to program supervisor and/or supervising practitioner in advance to allow for corrective feedback BEFORE utilizing the lesson plan.**
 - c. Incomplete lesson plans often missing Massachusetts Frameworks standard and strand alignments.
 - d. Lesson plans not readily available when program supervisor arrives at site.
 - e. Teacher candidate uses supervising practitioner's lesson and fails to recognize that a written plan is still necessary despite the fact that the instructional plan is not his/her original design.

2. Lack of awareness of the entire gymnasium/classroom including potential classroom management issues and resultant student discipline problems.
3. Weak assessment techniques for student learning, often no plan or poorly designed experiences for a meaningful evaluation of students.
4. Failing to design assessment rubrics with clearly identified levels of student adherence when using teacher observation to evaluate student performance.
5. Lack of **specific feedback** relative to individual student responses/performance.
6. Failure to ascertain and subsequently employ adjustments for student differences including ability, age, maturity, language, experiences, cultural differences, level of readiness or prior content knowledge.
7. Lack of sensitivity toward diversity/social justice issues including racism, religious oppression, and heterosexism when planning or delivering instruction.
8. Unaware that it is inappropriate to have different student expectations based on gender.
9. Difficulty employing reflective practitioner practices and lacking the ability to adjust lessons from one class session to the next.
10. Failing to sufficiently research topics displaying inaccurate, weak, or “dated” content knowledge during the delivery of instruction.
11. Unable to make accommodations in lesson planning for students with Individual Educational Programs (IEPs), English Learners (ELs) and the various learning styles of diverse learners.
12. Inefficient use of time during the delivery of the lesson including segments that are too long or short for effective instruction to occur. Pacing during various segments and transitions of a lesson is also problematic for some emerging educators.

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. [Note: See the last section of this handbook for additional resources.]

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 his/her 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. See sample completed “Candidate Assessment of Performance” (CAP) summative form.
- B. The teacher candidate will plan lessons and units which are appropriate to the interests, needs, and experience of the students and to the goals of the school curriculum. Plans should provide for maximum participation, use of available materials/equipment, and utilization of instructional personnel/resources (including paraprofessionals).
- C. Attention should be given to the development of measurable outcomes for each lesson which reinforce the goals of the unit, 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 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 his/her 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 his/her 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 notes 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. Prior to the formative assessment/midterm meeting do a self-evaluation by filling out the SC Midterm Self-Evaluation form summarizing the evidence that exists for each of the seven essential elements and listing strengths and areas needing improvement. Upload to the CAP online platform prior to the three-way midterm meeting.
- I. During the lesson, the teacher candidate will ensure that students receive timely, correct, and frequent knowledge of results and specific feedback.
- J. 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.
- K. 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.
- L. 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.
- M. 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.
- N. **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 implementation plan form that includes the measure of student learning to be used to show candidate 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.

- O. 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, 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.]
- P. 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 he/she 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

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

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

- Check Brightspace “SPCO 498/698: Practicum Group” at least twice 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.*)
- Time Record (*Keep track of hours every day*)
- Rubric Summary, Self-Assessment (*includes Draft Professional Goal*), Finalized Goal/Implementation Plan (*includes Measure of Student Learning & Parameters*)
- Daily Reflection Journal (*E-mail to PS every day, working teachers once a week*)
- 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 supervisor anytime observed*)
- 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
- Videotape – Self-observation using *Pre-Practicum/Practicum Observation Form*
 - Moderate Disabilities candidates do, *Preparing for an IEP meeting* assignment
- Statement related to progress achieving Professional Practice 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/S³*)

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 in this section. Rubrics that may be used for the assessment of certain assignments listed above can be found at the end of this section of the handbook, others can be found in the supplemental handbooks. Samples of some of these assignments can be found in Brightspace. It is important to use the *Responsibilities At-a-Glance* document (at the beginning of this section) to see when these assignments are due and to ask questions of your supervisors.

DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE ALL OF THESE WRITTEN ASSIGNMENTS.

Checklist for Written Assignments & Standard Filename Format

Use the Standard Filename Format listed below for each assignment. Upload all 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"</i> <i>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"</i> <i>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"</i> <i>Ex: "IEP Mtg Gr. 2 Davis-Delano"</i>	
		Video Self-Observation Preparing for 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

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 can be found on Brightspace.**

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 him/her improve his/her practice.¹ 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 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 individual 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.

¹ Unlike in the Educator Evaluation Framework, candidates are not required to develop a student learning goal while engaging in CAP. The Supervising Practitioner will identify a measure of student learning for candidate use as another piece of evidence.

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 his/her 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 s/he can complete the "Measure of Student Learning" assignment (this must be done no later than the midterm 3-way meeting).

JOURNAL REQUIREMENTS

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 (see pages 4-8). The journal is not intended to serve simply as a log of daily events (see below for ideas).

All journal entries are to be at least ½ page, single spaced, in length, and are to be written daily by all candidates except those in the WTP/S³ program who are to journal weekly for the entire year. 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.

Since all teacher candidates (TC) are working to demonstrate the PSTs and CAP essential elements it is important for TCs to:

1. Review the CAP essential elements/PSTs crosswalk on pages 7-8.
2. Download and review the required DESE Student Feedback survey that you will be administering to your students after the midterm 3-way meeting and at least 2 weeks before the final 3-way meeting. (Access the DESE surveys on Brightspace for the appropriate grade level; PK-2, 3-5 or 6-12).
3. Each week, select one of the prompts/statements (there are 10) found on the survey.
4. Provide examples you observed or you implemented that provide evidence of the practice articulated in the prompt/statement (e.g., "Students can show learning in many ways", "T encourages students even when their work is not their best").

In addition to providing examples of evidence connected to the PSTs/CAP essential elements and Student Feedback Survey prompts at least once a week, candidates should include reflections on their experience in each journal entry. When reflecting on your experience, the candidate is encouraged to write about the significant happenings of the day. Reflections, problems, possible

solutions, evaluations, and emotional responses might be included. Teacher candidates may find the prompts below useful to generate content for their journals. It is optional to upload journals to the CAP online platform.

Daily

- What specifically did you do well today? Give examples that meet Professional Standards for Teachers (PST) and/or the 7 essential elements on the CAP. Explain and elaborate.
- What could you have done better in terms of:
 - Subject Matter Knowledge
 - Well-Structured Units and Lessons
 - Adjustment to Practice
 - Meeting Diverse Needs
 - Safe Learning Environment
 - High Expectations
 - Reflective Practice

Give examples that meet elements from your CAP or that are part of your finalized professional practice goal and implementation plan. Explain and elaborate.

- Share what you enjoyed today. Why was it enjoyable?
- Describe what frustrated you or challenged you. Why? Explain why it was frustrating.
- Reflect on your lesson/s today:
 - Before teaching – Was the lesson well-planned and organized?
 - After teaching – Did your instruction go as you planned? Were the outcomes what you expected? If not, what was the turning point?
 - Next time – What changes would you make? Why?
- What is the most important thing you learned today? Why?
- Did you have any meaningful interactions with individual students? Explain.

Weekly

- Things to Stop, Start, Continue
- Takeaways based on feedback from your supervising practitioner (based on things observed, feedback you received, conversations you had)
- Takeaways from student experiences (data collected, observations of learning, quality of assessments, engagement, general interactions)
- During the first week or two

What did you learn about or observe about:

- the school environment?
- the students?
- faculty relationships?
- collaboration?
- the roles of administrators?
- teacher responsibilities?
- teachers' relationships with students?
- other teachers' styles
- working with families?

What goals do you have?

Things I noticed: How might I strive for quality and not quantity?

Things I wonder: How do I get students to dig deeper?

LESSON PLANS AND NOTES

The teacher candidate is to prepare a written lesson plan for each lesson for which he/she is primarily responsible. **The format for the lesson plan should be in accordance with the sample lesson template posted in Brightspace and found in the program specific supplemental handbooks.** The candidate must submit all plans to his/her supervising practitioner in advance of teaching (a paper copy should be available when the supervisor does 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 his/her 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 20) 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 he/she is 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 criteria for evaluation of the unit plan are also posted in Brightspace and 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.

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.

Unit plans must also be uploaded to the CAP online platform.

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, do 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 the contents of the midterm (formative) self-evaluation form with your supervisors at the 3-way midterm conference. Provide a paper copy of this self-evaluation to each of your supervisors.

Upload a copy to the CAP online platform.

VIDEO SELF-OBSERVATION TIPS

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

Everyone must submit at least one video self-observation report prior to the midterm. (Two placements = Two videos/PHE Dual will do 3 videos). The report consists of a self-observation using: The *SC Pre-Practicum/Practicum Observation Form*. Submit to both supervisors with a complete lesson plan and upload to the online platform. 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 on Brightspace. The following are some tips for recording your video.

1. Record several classes (ideally early and later in your practicum experience).
2. If possible, use a remote microphone (equipment may be available from Media Services).
3. Make sure you can be identified on the video. Before recording a class, say your name, the date, the time of the class, grade level, 2-3 objectives for the lesson, the name of the activity, and the number of the lesson (e.g., 3rd of 10) in the unit.
4. Whoever is recording should focus in on you when you are giving instructions to the class. Once the activity begins, it is desirable to have a wide open shot of the classroom/gym/field, showing your movement around the area and your interaction with the students, but also showing what the students with whom you are not working with are doing.
5. **In order to do your self-evaluation, watch yourself teaching at least one class on the video. Detail teacher and student behaviors on the *SC Pre-Practicum/Practicum Observation Form* as you view your video. (The observation form serves as your video observation report.)**
6. Submit your video observation report together with your lesson plan by uploading it to the CAP online platform. This is due at the midpoint of your practicum.

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 below for more guidance on how to complete these assignments. Samples can be found in the last section of this handbook and on 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 special needs, and/or ELLs 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.
- The number of students you need to assess depends on how many students you are teaching. You may be teaching anywhere from 100 to 400 students. Elem classroom n=20, Moderate Disabilities n=5, Secondary teachers n=100, PE, Health, Art, n = 400+. Bottom line, if you have a lot of students it is best to survey approximately 50.

[Tip: Look at the last page of the survey document published by DESE. 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:

- Candidate 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.
- SP works together with the PS and the candidate to identify the assessment. Keep it simple, a short assessment, something tangible and easy to assess.
- SP work together with the PS and the candidate to set the parameters for what constitutes high, medium and low level growth in student learning.
- This assessment should be part of the curricular unit when the candidate is clearly in charge (fully responsible).
- 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).

In both cases, the reports have 3 sections and must be uploaded to the CAP online platform.

1. Presentation of raw data (table, bar graph)
2. 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).
3. 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?

SEE THE RUBRICS FOR MORE DETAILS REGARDING EACH OF THESE ASSIGNMENTS.

PROFESSIONAL PRACTICE GOAL STATEMENT

Write a statement 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 that you upload 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. [Note: If you choose to have a paper portfolio too, please use plastic sheet protectors and tabs to mark each section.] Remember, your portfolio is not a scrapbook, but 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 Rubric Section below and in the specific supplemental handbooks.

RUBRICS/CRITERIA FOR ASSESSING WRITTEN ASSIGNMENTS

Required CAP Activities Rubric: TC completes the required CAP activities in a timely manner, seeking out clarification from PS if necessary.

The student will be able to:	0	1	2
Complete in the CAP online platform the following two sections: Rubric Summary and Self-Assessment (includes Draft Professional Goal)	- Even with significant prompting and support, TC did not complete the Rubric Summary and Self-Assessment with Draft Professional Goal. Assignments were completed later in the experience, negatively impacting the value of the goal setting process.	TC required a good deal of support and prodding to complete all components of the Rubric Summary and Self-Assessment with Draft Professional Goal; TC took little initiative to seek out clarification /support to show progress with the assignments, but did make use of support the PS offered to complete the tasks by the due date: _____	TC completes all components of the Rubric Summary and Self-Assessment with Draft Professional Goal by the due date: _____

The student will be able to:	0	1	2
Work with supervisors to finalize the Professional Practice Goal and identify supports and resources needed to implement the plan; Complete the Finalized Goal and Implementation Plan sections of the CAP following the 1 st 3-way meeting.	Even with significant prompting, and support, TC fails to use take-aways from the 1 st 3-way meeting to complete the top 2 sections of the Finalized Goal and Implementation Plan sections of the CAP in a timely manner, impacting their ability to demonstrate progress toward a goal.	TC requires significant prompting and support to use take-aways from the 1 st 3-way meeting to complete the Finalized Goal and Implementation Plan sections of the CAP within a week of that meeting.	Using take-aways from the 1 st 3-way meeting, TC independently completes the Finalized Goal and Implementation Plan sections of the CAP within 2 days of that meeting.
Work with supervisors to identify Measure of Student Learning and parameters for high, moderate, low growth impact ratings. [Third section of the Finalized Goal and Implementation CAP form]	TC fails to enter Measure of Student Learning and parameters for high, moderate, low growth impact ratings [Third section of the Finalized Goal and Implementation CAP form] before the unit instruction begins OR TC enters Meas. of ST Learning and parameters for impact ratings that do not allow for measuring student learning.	With significant prompting and additional support, TC works with supervisors to establish and enter Measure of Student Learning and parameters for impact ratings [Third section of the Finalized Goal and Implementation CAP form] after the due date but before unit instruction begins.	By the midterm, TC works with supervisors to establish and enters parameters for impact ratings for the Measure of Student Learning/Finalized Goal and Implementation section of the CAP.
Write a written Self-Reflection after all formal observations using the DESE Self-Reflection form, including changes that need to be made for a greater impact on student learning for all students.	-Despite multiple reminders and prompts, TC does not submit the DESE Self-Reflection Form for each formal observation (Announced and Unannounced). -TC fails to include changes that need to be made for a greater impact on student learning. -Very limited or general reflections not substantiated with details from lesson; limited or no specific changes for improvement.	-TC requires multiple reminders and/or prompts to complete the DESE Self-Reflection Form for each formal observation (Announced and Unannounced). -TC includes specific changes that need to be made for a greater impact on student learning for some students. -TC's repeats but does not expand upon the feedback supervisors offer in the post-observation conference. -TC's reflection(s) may not be supported by details from the lesson.	-Within 24 hours of each formal observation (Announced and Unannounced), TC completes the DESE Self-Reflection Form for each formal observation (Announced and Unannounced), and includes specific changes that need to be made for a greater impact on student learning for all students. -TC's reflections go beyond the feedback supervisors offer in the post-observation conference.
Upload all required assignments and other evidence, including student work, that supports TC's proficiency in the Essential Elements. Tag the proper elements based on required evidence.	By the Summative Evaluation Meeting and despite multiple prompts and opportunities for assistance, TC fails to upload required and supplementary documents into the CAP in a manner in which they can be easily identified and accessed.	TC required significant prompting and support to, by the Summative Evaluation Meeting: -Upload all required and supplementary documents into the CAP using a standard filename format that allow them to be easily identified. -Tag all assignments required by DESE as evidence for required Essential Elements.	By the Summative Evaluation meeting TC uses available resources to independently-- -Upload all required and supplementary documents into the CAP using a standard filename format that allow them to be easily identified. -Tags all assignments required by DESE as evidence for appropriate Essential Elements.

The student will be able to:	0	1	2
Create an e-Portfolio and upload the link to the CAP. [Working Teachers are not required to do an e-Portfolio]	TC fails to upload the link to their e-Portfolio into the CAP by the Summative Evaluation meeting.	TC requires reminders and prompting to upload the link to their e-Portfolio into the CAP following a standard filename format by the Summative Evaluation meeting.	By the Summative Evaluation meeting— - TC independently uploads the link to their e-Portfolio into the CAP following a standard filename format.
		TOTAL SCORE	_____ /12

Student Feedback Survey Data and Analysis Rubric: TC uses student feedback collected from the required DESE survey to inform their practice in regard to the Professional Standards for Teachers/CAP Essential Elements. The TC will reflect upon the data collected and identify adjustments they will make to improve their practice to impact student learning for all students.

The student will be able to:	0	1	2		
Tabulate raw data from the results of a standardized student survey relevant to the student population; convert raw data to % for each question. Present data in a clearly labeled graph. <i>[Note: Use grade level appropriate DESE Surveys found on Brightspace or get approval for using a variation to the DESE approved surveys.]</i>	-TC fails to administer an appropriate Student Feedback Survey to students assigned to their class(es). OR -Data is not reported in a graph OR Data is reported in a way that is not meaningful; it does not allow for analysis and/ or reflection.	-TC requires additional guidance and supervision to select and administer the most appropriate survey for their student population. -Not all students assigned to the class were included in the data. -TC requires significant support to modify the survey or provide the necessary accommodations in accordance with the DESE guidelines so all students have the opportunity to respond. -TC requires significant support to tabulate and graph the data for each question across all response options. -Data is graphed as positive (strongly agree/agree) or negative (disagree or strongly disagree) rather than across each response option.	-TC administers the DESE survey most appropriate for their student population and recommended by their supervisor(s). -The survey is administered to all students according to DESE protocol. -Appropriate modifications and accommodations are provided in accordance with DESE guidelines to students who require them -Raw data is in a table and reported by question across the 4 response options (questions are included and numbered 1-10) -Data is also summarized in a clearly labeled bar graph.		

The student will be able to:	0	1	2	3	4
In a narrative, analyze results for each individual question as it connects to the Professional Standards for Teachers (PSTs) and CAP Essential Elements Crosswalk (see pp.7-9). Cite specific evidence to illustrate why it is you believe the students filled out the survey the way they did. Identify ways you can improve your teaching practice based on this feedback from the students.	Data is not reported or does not allow for analysis. TC does not attempt to analyze data.	TC requires significant prompting and support to complete the assignment. Analysis is general; TC restates prompt and may give an example of a practice but does not link prompt to PSTs/CAP Essential Elements. Discrepancies in results for the same standard/ indicator are not addressed/explained .	TC requires significant prompting and support to summarize results as percentages and address the 4 levels of response (SA, A, D, SD). -TC focuses on what students perceive as strengths but does not go into detail about negative feedback. -TC does not cite specific evidence of practice supported by student responses and connected to PSTs/CAP Essential Elements. -TC may identify one or more areas for growth but does not offer any specific actions/changes to practice in order to impact student learning.	-After submitting work in a timely manner, TC uses feedback from supervisors to refine their analysis and address all 4 levels of response (SA, A, D, SD). -Data is analyzed by question and linked to the PSTs/CAP Essential Elements but discrepancies are not addressed or explained. -TC refers to CAP Essential Elements but not the PST indicators. -Analysis omits one of the 4 levels of response in their analysis. -TC cites some specific evidence from their classroom practices in support of the student responses, but not all. -Areas of strength and areas for growth are identified; actions/changes to practice in order to impact student learning are general.	TC seeks out supervisor(s) for clarification and with a high level of independence analyzes data in detail in a narrative that summarizes responses as percentages for each level of response (SA, A, D, SD). Questions may be grouped by highest rated and lowest rated. -Using the PSTs/CAP Essential Elements Crosswalk, TC analyzes survey results <u>for each question</u> -- 1.) TC cites the PSTs/Elements students see as TC's strengths and those needing improvement. 2.) When questions are linked to the same PSTs/Elements, TC explains discrepancies/ inconsistencies in the results for those questions. 3.) TC cites specific examples from their teaching that supports the student responses for <u>each question</u> . Why do you think students responded the way they did? 4) Based on the data , TC identifies areas for growth and specific actions they can take to impact student learning.

Reflect on— Is this assignment beneficial to help you improve your teaching? To what degree do you feel the results are an accurate representation of your teaching?	TC does not provide an overall reflection of the assignment.	Given feedback on the submitted assignment and prompting, TC provides a general overall reflection.	In the overall reflection, TC addresses: -To what degree are students' responses reflective of the classroom practices that are in place? -How, if at all, is this assignment beneficial to help you improve your teaching?		
				TOTAL SCORE	_____/8

Measure of Student Learning Rubric: TC demonstrates an ability to measure student learning and use that data to draw conclusions to inform their teaching to increase student achievement for all students.

The student will be able to:	0	1	2
PRIOR TO INSTRUCTION, TC works with SP to identify a unit of instruction for which TC will be responsible for designing and teaching. TC will notify PS of the unit and timeframe for instruction.	-TC fails to use supervisor prompting and support to identify and design a unit of study from the curriculum they will teach. -Minimal response to PS's prompts and contact.	-Two weeks prior to instruction, with prompting and support from the SP and/or PS, the TC communicates to the PS a unit of study from the curriculum they have identified to design, teach and measure student learning, as well as the start and end dates.	-By the Formative Assessment meeting, the TC has identified a unit of study from the curriculum to design, teach and measure student learning. The TC provides the PS with a general description of the unit of study and start/end dates for instruction.
PRIOR to INSTRUCTION— The TC works with supervisors to: 1.) Design a pre/post measure of student learning (assessment), AND 2.) Establish rigorous but reasonable parameters for anticipated impact on student learning (high, moderate, and low growth). <u>Prior to instruction</u> , TC shares measure of student learning and parameters with PS/SP, by completing the third section of the Finalized Goal and Implementation plan form, found on the CAP online platform.	-TC fails to design and administer both pre- and post-assessments to measure student learning AND/OR -TC fails to utilize supervisor support to establish and communicate parameters for anticipated learning that result in useful data regarding TC's impact on each student's learning.	With significant support and some prompting PRIOR TO INSTRUCTION, TC works with supervisors to: 1.) Design a pre-post measure of student learning AND 2.) Establish reasonable parameters for anticipated learning that yield useful data to measure TC's impact on each student's learning. TC uses supervisor feedback to revise their measure and/or parameters as needed.	With little support and no prompting PRIOR TO INSTRUCTION, TC works with supervisors to: 1.) Design and administer pre- and post- measures of student learning AND 2.) Establish rigorous but reasonable parameters for anticipated learning gains that yield useful data to measure TC's impact on each student's learning. The parameters are communicated to the PS/SP and entered in the CAP online platform.
AFTER INSTRUCTION— TC creates a data table that includes a student roster (no identifying information), pre- and post-assessment scores, point difference/ growth (+ or -) and impact rating per pre-set parameters.	-TC fails to report two or more of the following— Student roster (no identifying information), both pre- and post-assessment data, point difference/ growth (+ or -), or impact rating using pre-set parameters, parameters for impact ratings are clearly defined. OR Data fails to clearly measure student growth/the impact on student learning.	-TC requires support to understand the connection between pre/post data, + or – growth, and the impact instruction has on + or – growth, measuring student learning. -TC's data table is incomplete; it lacks one of the following: -Student roster (no identifying information). -Both pre- and post-assessment data - Point difference/ growth (+ or -) -Impact rating using pre-set parameters, parameters for impact ratings are clearly defined OR -Data chart is poorly organized, lacks labels and defined parameters, or is difficult to interpret.	-At the conclusion of the unit of instruction and with minimal clarification and support TC creates a well-organized and clearly labeled data table that includes a student roster (no identifying information), pre-assessment and post-assessment scores, pre- to post-point difference/growth (+ or -) and impact rating per pre-set parameters. -Parameters for impact ratings are clearly stated on the chart. Data for each student is easy to access and meaningful in regard to the goal of the assignment.

The student will be able to:	0	1	2
Summarize data by calculating number and percent of students in each rating category AND present in a clearly labeled graph that includes parameters.	-Data is not summarized in a graph AND/OR -Graph does not provide clear visual representation of the percent of students for each impact rating.	-Data is reported only as raw number of students but is not converted to percent OR -Data summary does not include a graph.	-Data is summarized by number of students and percent of students in each impact rating category and presented in a clearly labeled graph that includes parameters.

The student will be able to:	0	1	2	3	4
Analyze data in terms of student growth (high/moderate/ low) by drawing conclusions about your practice from student outcome data.	-TC fails to make a connection between growth data and the impact their instruction has had on student learning.	-TC analyzes data in terms of overall achievement (# or % correct) rather than difference/growth from pre-to post as a result of TC's instruction AND/OR -Data collected does not allow for analyzing learning outcomes relative to the anticipated learning gains AND/OR -Data collection does not allow for identifying patterns that might suggest why some students made higher or lower than expected gains AND/OR -Parameters do not allow for analysis of outcomes in terms of high, moderate or low growth ratings.	-TC requires significant support from supervisor(s) to analyze student learning outcomes relative to anticipated learning gains AND/OR, with coaching, identify patterns that might suggest why some students made higher or lower than expected gains.	-With supervisor clarification and support, TC is able to draw conclusions about student learning outcomes relative to anticipated gains AND, with prompting, is able to identify patterns that might suggest why some students made higher or lower than expected gains.	TC collaborates with supervisor(s) to analyze data. Analysis addresses student learning outcomes relative to the anticipated learning gains AND identifies patterns that might suggest why some students made higher or lower than expected gains.
Reflect on what the data tells you about your teaching in term of the essential elements/ professional standards for teaching. What instructional practices may have (negatively and positively) impacted students' outcomes? What adjustments to practice could be made to be highly effectively in impacting student	-Little evidence of TC assuming responsibility for positively impacting increasing student achievement. -TC fails to reflect on what the data tells them about their teaching in terms of the practices that may have negatively and positively impacted student outcomes. -TC fails to offer ways they can	-TC reflects on obstacles to increasing student learning. -Assumes limited responsibility for positively impacting student achievement for all learners . -Suggestions to adjustments to practice do not connect to Essential Elements or Professional Standards of Teaching.	-While TC may identify obstacles to increasing student learning, they assume responsibility for positively impacting student achievement for all learners . -Adjustments to practice are limited to "more of the same". -Cites practices that may have positively	-While TC may identify obstacles to increasing student learning, they assume responsibility for positively impacting student achievement for all learners . -TC cites several practices that may have (positively and negatively) impacted student outcomes but does not make a connection to the Essential Elements/	-While TC may identify obstacles to increasing student learning, they assume responsibility for positively impacting student achievement for all learners . -TC cites specific skills of practice (indicators of Essential Elements and Professional Standards of Teaching) that may have (negatively and positively) impacted student outcomes.

<p>learning for-- Low performing students? Average performing students? High performing students? What are the next steps (actions) for making these adjustments to practice? What supports are needed to be successful?</p>	<p>adjust their practice to increase their effectiveness in positively impacting student learning, even for some sub-groups of students.</p>		<p>impacted student outcomes but not those that may have negatively impacted outcomes (or vice versa). -TC states 1 or 2 general adjustments to practice or adjustments that would be difficult for TC to implement in the setting.</p>	<p>Professional Standards for Teaching. -TC identifies 1 or 2 adjustments they could make to their practice to positively impact some, but not all students. -Lacks evidence of consideration to Universal Design and/or research-based instructional features (such as SIOP model) to make grade-level content more accessible and to positively impact learning for students with special needs and English Learners.</p>	<p>-TC identifies adjustments to practice that could positively impact low growth, moderate growth AND high growth learners and/or individual students. -TC gives consideration to Universal Design and instructional features (such as SIOP model) to implement in classroom instruction in order to make grade-level content more accessible for English Learners. -TC states 3 or more specific adjustments they will make to their practice to increase effectiveness and identifies supports they will need to be successful.</p>
				<p>TOTAL SCORE</p>	<p>_____ /16</p>

E-Portfolio Evaluation Criteria: The TC will showcase their strengths through an E-Portfolio.

ORGANIZATION

Section Score _____

Easy to follow, user friendly	5	4	3	2	1	Difficult to follow
Gives good examples	5	4	3	2	1	Few examples
Material relates to section topic	5	4	3	2	1	Material does not relate to section topic

CONTENT

Section Score _____

Contents complete (Covers all standards)	5	4	3	2	1	Contents incomplete (some obvious things are missing)
Variety of examples	5	4	3	2	1	Provides few examples
Gives positive representation of the presenter	5	4	3	2	1	Not a positive representation of the presenter
Reflects best practice						Does not reflect best

in the field	5	4	3	2	1	practice in the field
Reflects good curriculum design, implementation and evaluation	5	4	3	2	1	Does not reflect good curriculum design, implementation and evaluation

PROFESSIONAL PRESENTATION**Section Score** _____

No spelling errors	5	4	3	2	1	Many spelling errors
No grammatical errors	5	4	3	2	1	Many grammatical errors
High visual appeal and originality	5	4	3	2	1	Lacks visual appeal and originality
Demonstrates use of technology	5	4	3	2	1	Does not demonstrate use of technology

TOTAL SCORE _____ /60

Important Note: All of the rubrics/criteria above will continue to be piloted for 2020-2021. It is optional but strongly recommended that program supervisors use these rubrics when assessing student work. Feedback from teacher candidates and program supervisors will be collected in order for us to evaluate the pros and cons of these rubrics.

ADDITIONAL PROFESSIONAL RESPONSIBILITIESA. Attendance and Punctuality

1. Except in cases of serious illness and approved excused absence, the teacher candidate will attend every school activity for which he/she is professionally obligated. **This includes professional development (PD) workshops and other teacher meetings.** To be clear, teacher candidates are required to attend all extended days, half days and full day faculty institutes, as well as, all teacher meetings.
2. The teacher candidate will personally contact the supervising practitioner, the Director of Educator Preparation & Licensure, and the program supervisor to obtain permission in advance for absences.

3. The single exception to this is a one-day illness, for which permission obviously cannot be obtained, but for which four phone calls giving immediate notice must be made. Call the phone numbers that were prearranged:
 - Main office of the school
 - Supervising Practitioner
 - Program Supervisor
 - Educator Preparation & Licensure Office (413) 748-3155.
4. The teacher candidate will be punctual for all professional obligations and will be in attendance throughout the function. This includes such items as daily arrival at school on or before the time specified for regular teaching personnel, departure from school at or after said time, prompt arrival at and full participation in the school day including all school meetings, professional development workshops, teacher institutes and prompt and complete attendance at extra-curricular functions, etc.
5. Permission must be granted by the supervising practitioner for late arrival/early dismissal and the program supervisor and Office of Educator Preparation & Licensure must be notified.

B. Appearance

The teacher candidate will dress professionally at all times (e.g., PE – collared shirt or nice top (not a T-shirt) and shorts/pants that are neat and professional (not too short or rolled/no workout shorts or sweats). Classroom – shirt and tie with casual or dress slacks for male teacher candidates and dresses, skirts or dress slacks with appropriate top for female teacher candidates). No jeans are permitted for any teacher candidate. The teacher candidate will also adhere to any additional requirements set by the supervising practitioner or by a school administrator. It is the obligation of the teacher candidate to obtain this information.

C. Supervising Practitioner Thank You Notes

Teacher candidates are expected to personally thank each person who was of help during their practicum. This is best done through a thank you note or letter. A form on which you can list all individuals you plan to thank can be found in the forms section of this handbook and in Brightspace.

D. Seminars and Meetings

All teacher candidates will have several mandatory practicum meetings and seminars on campus. These meetings/seminars include; providing the candidate with necessary and useful information about the practicum, reviewing professional roles and responsibilities, providing opportunities for the candidate to discuss practicum experiences with other candidates and the program supervisors and coverage of a variety of topics/issues/concerns. **Unexcused absences from meetings/seminars will result in the lowering of the candidate's grade by one-third letter grade for each absence.** Teacher candidates may also meet with their program supervisor either at their fieldwork site or on campus.

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	
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 ³) [after final practicum]	10%
Unit Plan (or Intervention Plan Assignment), Measure of Student Learning Data/Summary/Analysis	10%
TOTAL	100%

Teacher candidates are expected to meet all professional responsibilities of attendance, punctuality, appearance and professional relationships. Failure to fulfill these traditionally expected standards will have a negative impact on your grade. **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

CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)

OBSERVATION & EVALUATION FORMS

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.

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 Educator Preparation Office, if the candidate is at risk of not being deemed “Ready to Teach” at 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.

Student Evaluation of Program Supervisor

Students will be provided with a link so they can fill out the “Student Evaluation of Program Supervisor” survey. It provides evaluation information on the program supervisor.

Teacher Candidate Evaluation of the Practicum

Students will be provided with a link so they can fill out the “Teacher Candidate Evaluation of the Practicum” survey. It provides evaluation information about the practicum site and the supervising practitioner so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

Supervising Practitioner Evaluation of the Practicum

Supervising Practitioners will be provided with a link so they can fill out the “Supervising Practitioner Evaluation of the Practicum” survey. It provides evaluation information so that Springfield College can monitor all Educator Preparation Programs and make appropriate adjustments and improvements when needed.

Program Supervisor Evaluation of the Supervising Practitioner

Program Supervisors will be provided with a link so they can fill out the “Program Supervisor Evaluation of the Supervising Practitioner” survey. It provides evaluation information on the supervising practitioner and the site.

THIS SECTION OF THE PRACTICUM HANDBOOK INCLUDES A DESCRIPTION OF THE CANDIDATE ASSESSMENT OF PERFORMANCE (CAP), ALL CAP REQUIREMENTS, AND SAMPLES OF THE FORMS LISTED ABOVE. THERE ARE OTHER PROGRAM SPECIFIC REQUIREMENTS/FORMS FOUND IN THE PROGRAM SPECIFIC SUPPLEMENTAL PRACTICUM HANDBOOKS.

CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)

PRE-CYCLE

- SP determines measure to be used and sets parameters for low moderate and high student learning
- Announced Observation #1. The Pre-Conference includes PS and TC. The observation includes the PS and SP
- PS and SP calibrate evidence and feedback to prepare for STEP 2

1

SELF ASSESSMENT

- TC completes self-assessment informed by:
 - Student data provided by SP
 - Reflection on Observation #1
 - Pre-practicum experience and performance on coursework
- TC develops preliminary goals

2

GOAL SETTING & PLAN DEVELOPMENT

- Goal Setting and Plan Development. TC, SP and PS conduct first Three-Way meeting, which includes:
 - Observation #1 post-conference
 - Review of TC's self-assessment and preliminary goals
 - Goal and plan finalization

3

PLAN IMPLEMENTATION

- Unannounced Observation #1. The observation includes SP and TC. The Post-Conference includes SP and TC.
- Announced Observation #2. The Pre-Conference will include PS and TC. The observation will include PS. The Post-Conference includes PS and TC.

4

FORMATIVE ASSESSMENT

- SP and PS calibrate before formative meeting
- Second Three-Way meeting with TC, PS and SP which includes:
 - Sharing of performance ratings from CAP Rubric
 - Revision of goals and plan as needed

DEVELOP PROFESSIONAL PRACTICE GOAL

5

SUMMATIVE ASSESSMENT

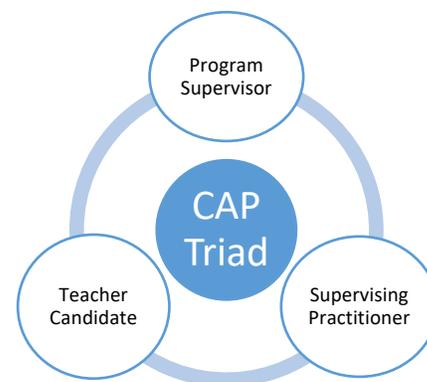
- Administer student feedback surveys
- Unannounced Observation #2. The observation includes SP and TC. The Post-Conference includes SP and TC. (PS is an optional participant in this unannounced observation)
- SP and PS calibrate before summative Pre-Cycle and Post-Cycle meeting.
- Third Three-Way meeting with TC, PS, and SP which includes:
 - Sharing of performance ratings from CAP Rubric

- KEY**
- SP = Supervising Practitioner
 - TC = Teacher Candidate
 - PS = Program Supervisor
 - ◆ = More Observations as Needed
 - = Pre-Cycle
 - = Post-Cycle

Quick Reference Guide: CAP Triad Roles & Responsibilities

Overview

The Candidate Assessment of Performance (CAP) relies significantly on the coordinated and dynamic interplay of three individuals at the heart of CAP implementation: **Teacher Candidate (TC)**, **Supervising Practitioner (SP)**, and the **Program Supervisor (PS)**. Here we provide an overview of:



- The **responsibilities** of each member of the CAP Triad
- Key **activities** associated with each Triad member that drive the process forward and make it successful.

Triad Member Responsibilities

Program Supervisor (PS) (e.g. college supervisor)	Supervising Practitioner (SP) (e.g. cooperating/classroom teacher)	Teacher Candidate (TC) (e.g. student teacher)
<ul style="list-style-type: none"> • Follow CAP guidelines and provide consistent guidance, support, and high-quality feedback that improves practice to TC • Assess and document evidence of TC readiness across the Seven Essential Elements of CAP • Support the SP in identifying appropriate assessment(s) to measure TC impact on student learning • Conduct three observations (two announced, one unannounced), and collect, synthesize, and analyze evidence • Calibrate observations and feedback with the SP to ensure consistent messaging and targeted feedback to TC • Support the TC to reflect on student feedback • Coordinate and participate in 3 Three-Way Meetings with SP and TC • Determine, in collaboration with the SP, whether the TC is ready to teach* 	<ul style="list-style-type: none"> • Follow CAP guidelines and provide consistent guidance, support, and high-quality feedback that improves practice to TC • Assess and document evidence of TC readiness across the Seven Essential Elements of CAP • Identify appropriate assessment(s) to measure TC impact on student learning • Conduct at least three observations (one announced, two unannounced) and collect, synthesize, and analyze evidence • Calibrate observations and feedback with the PS to ensure consistent messaging and targeted feedback to TC • Support the TC in administering the student feedback surveys • Participate in 3 Three-Way Meetings with PS and TC • Determine, in collaboration with the PS, whether the TC is ready to teach 	<ul style="list-style-type: none"> • Participate in CAP as outlined in the guidelines by fully engaging in the CAP 5-Step Cycle in order to demonstrate competency in all Seven Essential Elements at the conclusion of the practicum • Collect and share evidence of practice with the PS and SP related to the Seven Essential Elements of CAP • Administer, or support the SP in administering, a measure of student learning related to instruction • Coordinate with PS and SP to schedule at least two announced observations, including pre-(optional) and post-conferences • Receive, reflect, and incorporate feedback to adjust and improve practice • Administer, or support the SP in administering, the student feedback surveys • Participate in 3 Three-Way Meetings with PS and SP • Develop a professional practice goal based on CAP feedback

**The supervising practitioner (SP)... and the program supervisor (PS) will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the SP and the PS will be resolved by the decision of a third person (at Springfield College this is the Director of Educator Preparation & Licensure). ([603 CMR 7.04\(4\)](#))*

Triad Member Activities

The CAP 5-Step Cycle relies on the collaborative effort and engagement of all three triad members. The following table describes how the triad members work together on four key activities throughout the cycle:

- **Observations and evidence collection** related to candidate practice
- **Supervisor calibration** on practice and feedback
- **Three-way meetings** between the Program Supervisor, Supervising Practitioner, and Teacher Candidate
- **Formative and summative assessments** at the mid-point and end of the cycle

	Description	ESE Forms & Resources
Observations & Evidence Collection	<p>Observations provide the Supervising Practitioner and Program Supervisor with the opportunity to collect evidence of a Teacher Candidate’s practice, and to provide targeted, timely feedback that both reinforces promising practice and recommends additional actions or skill development. A Teacher Candidate is observed at least four times throughout the practicum: a minimum of two announced and two unannounced observations.</p> <p>Teacher Candidates also collect evidence throughout the 5-Step Cycle aligned to each of the Seven Essential Elements, including artifacts of practice, student feedback, and data related to their impact on student learning.</p>	<p>Observation Form</p> <p>Model Observation Protocol</p> <p>Evidence Required for each Essential Element</p>
Supervisor Calibration	<p>The Program Supervisor and Supervising Practitioner are both responsible for assessing candidate readiness and providing feedback to inform candidate growth and development. After observations and before Three-Way Meetings, the Program Supervisor and Supervising Practitioner collaborate to develop a shared understanding of the candidate’s practice related to the Seven Essential Elements and to co-construct feedback. By calibrating around instructional practice and feedback, CAP supervisors ensure that candidates receive consistent, targeted, and actionable feedback that drives improvement.</p>	<p>Calibration Training Tools & Resources</p>
Three-Way Meetings	<p>The triad engages in at least three Three-Way Meetings during the practicum. Three-Way Meetings are an opportunity for the triad to meet to discuss evidence collected to date, set goals, evaluate progress, and determine plans for ongoing improvement.</p>	<p>Three-Way Meeting Checklist</p>
Formative & Summative Assessment	<p>The triad assesses candidate practice on each of the Seven Essential Elements twice during CAP: the formative assessment and the summative assessment.</p> <p>The Formative Assessment occurs halfway through the practicum. The Program Supervisor and Supervising Practitioner review evidence collected to date and determine formative ratings for each element. The triad then meets in Three-Way Meeting #2 to review the ratings and revisit or adjust the candidate’s plan and professional practice goal as needed.</p> <p>The Summative Assessment occurs in the final two weeks of the practicum. The Program Supervisor and Supervising Practitioner collaboratively analyze evidence and apply professional judgment to evaluate candidate practice on each of the Seven Essential Elements and make a determination on the candidate’s readiness to teach. The Triad then meets to discuss the assessment during Three-Way Meeting #3.</p>	<p>QRG: The CAP Rubric</p> <p>Formative Assessment Form</p> <p>Summative Assessment Form</p>

Quick Reference Guide: The CAP Rubric

The Candidate Assessment of Performance (CAP) assesses teacher candidate readiness and supports the provision of targeted, detailed feedback to inform growth.

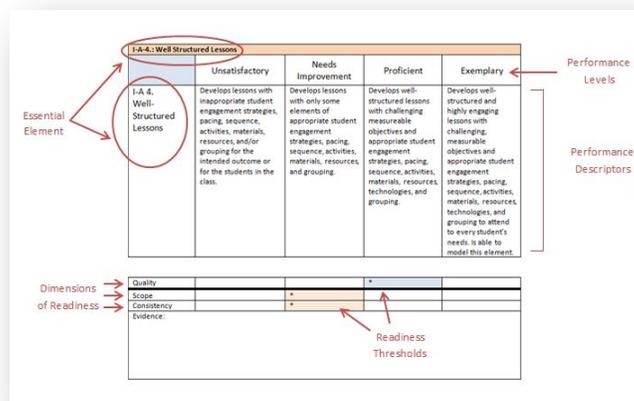
The [CAP Rubric](#) is aligned to the [Massachusetts Model Teacher Rubric](#) for in-service teachers and measures practice using the same four performance levels

(Exemplary, Proficient, Needs Improvement, Unsatisfactory) with the same descriptors of practice at each performance level. The CAP Rubric is customized for the preparation context in the following ways:

- The CAP Rubric includes the **Seven Essential Elements** which represent observable, high-priority, and high-leverage practices for all new teachers;
- The CAP Rubric differentiates for novice teachers by rating performance for each element across three dimensions (**Quality, Scope, and Consistency**); and
- The CAP Rubric assigns **Readiness Thresholds** as minimum expectations for performance on each element.

The Seven Essential Elements

CAP assesses practice on Seven Essential Elements derived from the [Standards for Effective Teaching](#) and the [Professional Standards for Teachers](#). An element was deemed essential to CAP if 1) the absence of a teacher’s competency in the skill would likely put students at risk, and 2) the element is foundational for other skills. Combined performance on these elements is considered representative of readiness to be impactful on day one.



Element	Proficient Descriptor (Refer to the CAP Rubric for descriptions of each performance level)
I.A.1: Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
I.A.3: Well-Structured Units & Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks, measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
I.B.2: Adjustments to Practice	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.
II.A.3: Meeting Diverse Needs	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning, needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

II.B.1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
II.E.1: High Expectations	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.
IV.A.1: Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

Quality, Scope, and Consistency

Teacher candidates receive ratings on three dimensions of an element – Quality, Scope, and Consistency.

- **Quality:** The ability to perform the skill, action, or behavior
- **Scope:** The scale of impact (one student, a subset of students, all students) to which the skill, action, or behavior is demonstrated with quality
- **Consistency:** The frequency (once, sometimes, always) that the skill, action, or behavior is demonstrated with quality.

By deconstructing each of the Seven Essential Elements into these three components of practice, the CAP Rubric makes it possible for Program Supervisors and Supervising Practitioners to appropriately differentiate expectations for novice teachers without changing the fundamental expectations for effective practice.

Readiness Thresholds

In order for a novice teacher to make a positive impact with students from day one, CAP prioritizes candidates' demonstrated ability to proficiently execute a skill but recognizes that the consistency and scope at which a novice teacher can execute these skills will continue to develop with experience.

The CAP Rubric therefore associates a **readiness threshold** to the dimensions of Quality, Scope and Consistency. A candidate is expected to demonstrate *proficiency* in Quality for all seven elements at the conclusion of CAP, indicating competence in each essential skill. Candidates may be rated *needs improvement* for Consistency and Scope in a given element. Candidates must meet these readiness thresholds for all Seven Essential Elements to pass CAP and be deemed "ready to teach." Sponsoring Organizations may establish higher thresholds if they choose.

Quality as Gatekeeper: Expectations for Growth

The *Quality* rating serves as a gatekeeper for each element, ensuring that a candidate can demonstrate the fundamental skill at a proficient level, even if he/she still needs to improve the *consistency* of delivery, or the *scope* of impact.

Needing improvement in those two dimensions does not necessarily indicate lack of readiness, but rather signals areas for further growth and development upon employment.

Rubric Summary

(In CAP online platform there are two forms: “Rubric Summary” and “Self-Assessment”

Name:		Date:	
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Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students

I.A.1. Subject Matter Knowledge				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter knowledge and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter knowledge and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidenced-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality:** ability to perform the skill, action or behavior; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality

I.A.3: Well-Structured Units and Lessons				
I-A-3. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and, measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks, and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
Quality				
Scope				
Consistency				

I.B.2: Adjustment to Practice				
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality:** ability to perform the skill, action or behavior; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
		Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning, needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.
Quality				
Scope				
Consistency				

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
		Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality:** ability to perform the skill, action or behavior; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality

II.E.1.: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality				
Scope				
Consistency				

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality:** ability to perform the skill, action or behavior; **Scope:** the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality; **Consistency:** the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality



Candidate Self-Assessment

Name:		Date:	
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Directions: In the table below, please record your self-assessment rating for each element. Use the following key: *Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)*

Self-Assessment Rubric Summary Ratings			
Element	Quality	Scope	Consistency
I.A.1: Subject Matter Knowledge			
I.A.3: Well-Structured Units and Lessons			
I.B.2: Adjustment to Practice			
II.A.3: Meeting Diverse Needs			
II.B.1: Safe Learning Environment			
II.E.1: High Expectations			
IV.A.1: Reflective Practice			

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

Area(s) of Strength	Evidence/Rationale	Element/Dimension

Area(s) for Growth	Evidence/Rationale	Element/Dimension



Self-Assessment

(This form is part of the “Self Assessment” found in the CAP online platform and includes draft Professional Practice Goal and Implementation/Action Steps)

Name:		Date:	
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Prompt: Identify/Clarify a Focus or Goal Topic (Select <i>Essential Element</i> as a result of rubric ratings)
Strategic Prompt: Why is this topic/focus area important?

Crafting a S.M.A.R.T. Goal

Candidates are required to develop a professional practice goal that is specific, actionable, and measurable. In addition, this goal must be accompanied by an action plan with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that candidates and supervisors can use to craft an effective goal and action plan. The key characteristics of S.M.A.R.T. goals are as follows:

S = Specific and Strategic – Goals should be specific so that at the end of the practicum, candidates and supervisors can determine whether the goal has 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 candidate 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 candidates know whether they are on track to achieve the goal, and give candidates information they need to make midcourse corrections.

Draft Professional Practice Goal:		
What actions will you take to achieve the goal?	What actions/supports/resources will you need from your faculty, Program Supervisor and Supervising Practitioner?	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

S.M.A.R.T. Analysis		
<i>Use the following table to evaluate whether your goal is S.M.A.R.T. (and make any necessary adjustments to your draft goal statement).</i>		
S	<p>Is the goal specific and strategic?</p> <p><i>What specific skills, knowledge, or practice will I acquire or develop through achieving this goal? Does it serve an important purpose for my students?</i></p>	
M	<p>Is it measurable?</p> <p><i>How will I track progress and evaluate success?</i></p>	
A	<p>Is it action-oriented?</p> <p><i>How will I demonstrate progress toward this goal? (Include potential sources of evidence demonstrating goal progress)</i></p>	
R	<p>Does it have the 3 R's?</p> <p><i>Is this goal both realistic and ambitious?</i></p>	
T	<p>Is it timed?</p> <p><i>When will I achieve this goal?</i></p>	

Using Measures of Student Learning in CAP

This protocol is designed to assist triad members with using the measure of student learning to support candidate growth and development throughout the CAP cycle.

It is an essential skill of every effective teacher to be able to draw conclusions about his or her practice from student outcome data and use these conclusions to inform their teaching. Therefore, the experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial part of the CAP process.

During CAP, the Supervising Practitioner (SP) and Program Supervisor (PS) support the Teacher Candidate (TC) to identify an appropriate measure of student learning, set parameters for anticipated student learning gains, analyze assessment data, reflect on practice, and plan for continuous improvement.

By engaging in these activities, from identifying the measure to implementing it and reflecting on the outcomes, the TC will demonstrate evidence of practice related to several of CAP's Seven Essential Elements, including:

- Engaging students in learning that enables them to acquire subject matter knowledge/skills (I.A.1 SMK)
- Designing and delivering well-structured lessons (I.A.4 Well-Structured Units and Lessons)
- Using assessment data to measure progress and adjust practice (I.B.2 Adjustments to Practice)
- Accommodating the needs of all learners (II.A.3 Meeting Diverse Needs)
- Reflecting on effectiveness in order to improve practice and student learning (IV.A.1 Reflective Practice)



For additional information, please refer to information below.

Protocol: Using a Measure of Student Learning in CAP

Triad members may use this protocol and template to support the activities associated with using a measure of student learning during the CAP 5-Step Cycle.

STEP 1: Identifying a Measure of Student Learning (Pre-Cycle)

During the pre-cycle, the SP and TC, with support from the PS as needed, meet to (1) identify at least one measure of student learning, and (2) set parameters for anticipated student learning gains.

- ✓ **Identify a measure of student learning:** *What assessment(s) will be used to measure student learning, growth, or achievement on content that the TC is primarily responsible for teaching?*
 - *Identify the assessment that will be used to measure impact on student learning.*

EXAMPLE: A Teacher Candidate will be primarily responsible for teaching a 4th grade fractions unit mid-way through her practicum. The SP and TC therefore identify the district's 4th grade fractions common assessment as an appropriate measure of student learning related to her instruction.

- ✓ **Set parameters for anticipated student learning:** *Based the SP's knowledge of students, what is the range of anticipated student learning on the identified assessment? These anticipated learning gains will serve as the parameters against which actual results will be measured.*
 - *Set the range of performance that reflects anticipated learning that a teacher would typically would expect if they taught this unit. Any performance above this range would be considered higher than anticipated, while anything lower than this range is considered lower than anticipated.*
 - *This range may be determined for each student, or for the students as a group.*

EXAMPLES: A SP elementary teacher has pre and post tests for each math unit. Generally she finds that students grow between 20-40 points from pre to post test. She determines this range as anticipated student learning. After students have completed the final exam the SP can talk with the TC about which students demonstrated anticipated student learning.

An SP English teacher knows that most of his class will score at least a 3 on a 5 point rubric at the end of a unit. About two thirds of the class will score a four or higher. The SP decides that 50-80% of students scoring a four or higher on the rubric reflects their anticipated student learning. If more than 80% of students score a four or higher on the rubric, this would reflect higher than expected learning.

Setting parameters for student learning gains can be a challenge because it requires a shift in thinking. Most educators are adept at defining expected achievement by students. However, they may have less experience thinking about expected growth. While this is a challenge, the shift to thinking about growth is important work because it provides an opportunity to think about the learning of all students.

STEP 2: Administer the Assessment (Implementation). Ideally, the SP and TC administer the assessment mid- way through the practicum, leaving sufficient time to analyze, reflect, and adjust practice in response to the outcomes (see Step 3).

STEP 3: Analyze & Reflect on Student Outcomes. After administering the assessment, the SP and PS support the TC to analyze and reflect on the data in order to continually improve practice and student learning. Following the prompts below, record reflections on student learning gains and plans for adjustment to practice.

Name of Measure: _____

Anticipated Student Learning:

✓ **Analyze the results:**

- *Present raw data and summarize.*
- *What were the student learning outcomes relative to the anticipated student learning gains?*
- *Are there patterns that might indicate why some students made higher or lower than expected gains?*

Sample Only

✓ **Reflect on practice:**

- *What instructional practices may have (negatively and positively) impacted students' outcomes?*
- *What adjustments to practice could be made in order to continue to improve student learning?*

✓ **Plan next steps:**

- *What are the next steps for making those adjustments to practice?*
- *What supports are needed to be successful?*



Finalized Goal & Implementation Plan Form

Name:	INSERT NAME HERE	Date:	PUT DATE HERE
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Goal: Based on the candidate's self-assessment and feedback from the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T professional practice goal:

CAP Professional Practice Goal	To provide specific feedback (corrective and/or positive) to at least 3 students per lesson that challenges them to grow/improve performance. <i>(Intentionally provide feedback to a different set of 3 students in each class each day.)</i>	Essential Element
		2.E.1: High Expectations
		Additional element(s): 2.A.3: Meeting Diverse Needs

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions and evidence *(add more rows as needed)*:

Action	Related Evidence/ Artifact(s)	Supports/Resources from	Timeline/ Frequency
Provide clear and concise instruction/directions related to the desired outcomes for each lesson.	Observations	Support from both college supervisor and cooperating teacher	Every lesson
Have a rubric for assessing student performance so it is clear what type of feedback is appropriate.	Rubric	Use textbooks, websites, and journal articles as needed to create rubric.	Every lesson
Make clear how individual students can challenge themselves to improve performance during each lesson.	Lesson plans Observations Self-reflections	Using the rubric and together with SP identify the appropriate extensions (differentiation) for each of the 3 students in each class.	Every lesson
Provide specific positive and/or corrective feedback to 3 students each class that challenges them to improve their performance.	Observations Self-reflections	Support from both supervisors and candidate self-reflection.	Every lesson

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measure(s) of student learning. **[NOTE: This is NOT connected to the Professional Practice Goal stated above.]**

Measure of Student Learning	Impact Rating	Parameters (Difference pre- to post-test OR post-test only)	
Administer a quiz/test on the principles and aspects of fitness training.	High	+4 or greater	OR > 90%
	Moderate (Expected/desired results)	+2-3	OR 80 – 90%
	Low	+1 or fewer	OR < 80%

Springfield College Candidate Assessment of Performance (CAP) Protocol

(See Misc. Resources section at the end of the handbook for more useful checklists)

Springfield College supervisors and teacher candidates will follow the Massachusetts Department of Elementary and Secondary Education (MA DESE) Candidate Assessment of Performance (CAP) Guidelines for 2020-2021, published August 2019. These guidelines are available at the DESE website: <http://www.doe.mass.edu/edprep/resources/guidelines.html>

Detailed below is a summary of the CAP protocol as detailed in the DESE guidelines (see CAP cycle on next page) and as adapted by Springfield College Office of Educator Preparation and Licensure. See week by week calendar at the end of this handbook for the recommended timing for when all of these steps should be completed.

1. Teacher candidate (TC) completes the CAP Rubric Summary, Self-Assessment/Goal Setting Form and the Finalized Goal/ Implementation Plan Form (that includes the measure of student learning). [This is to be completed in the online platform. Supervisors provide feedback to candidate as appropriate.] Supervising practitioner works with candidate to determine an appropriate measure of student learning (assessment) and parameters for high to low growth. This assessment should be administered pre- and post-teaching a specific unit.
2. Supervising Practitioner (SP) and Program Supervisor (PS) follow observation protocol and jointly do the first announced visit (A1). SP & PS enter evidence in CAP online platform, calibrate/synthesize, save work and indicate complete. Candidate provides lesson plan in advance and completes self-reflection form after observation and uploads to CAP online platform within 24 hours of observation.
3. PS/SP/TC meet for first 3-way conference (can be combined with A1 observation). Review and discuss candidate rubric ratings, self-assessment, professional practice goal, action plan and summary of evidence from first observation. Supervisors discuss professional practice goal, candidate ratings and provide targeted specific feedback based on the observation. [Note: Supervisors no longer need to complete a baseline rating form.]
4. SP does first unannounced (U1) observation. TC completes self-reflection, uploads to platform. SP completes U1 in online platform, reviews summary of observation evidence with candidate and provides targeted feedback.
5. PS does second announced (A2) observation. TC completes self-reflection, uploads to platform. PS completes A2 in online platform and reviews observation evidence with TC.
6. TC evaluates self by filling out an SC Midterm Self-Evaluation form in preparation for second 3-way meeting. PS/SP complete draft CAP formative/midterm assessment in online platform.
7. PS/SP/TC meet for Midterm/Formative 3-way conference (can be combined with A2 observation). Revisit TC professional practice goal & action plan, finalize the measure of student learning (assessment) and parameters determining high to low growth in student learning. Review evidence detailed on the candidate's completed SC Midterm Self-

Evaluation Form and draft CAP formative (midterm) assessment completed by SP/PS in preparation for the second 3-way meeting. Supervisors share calibrated (agreed upon) CAP rubric ratings at the midterm (formative assessment) with the candidate. After meeting, both PS/SP finalize formative assessment ratings/comments and mark complete in CAP online platform.

8. Candidate completes Measure of Student Learning, Student Feedback Survey reports and other written assignments and shares with both supervisors by uploading to online platform in advance of final 3-way meeting (due approximately 1-4 weeks before the end of the practicum experience depending on the length of the practicum).
9. PS & SP jointly do second unannounced (U2). SP & PS enter evidence in online platform, calibrate and share with TC by both marking U2 complete in online platform. TC completes self-reflection, uploads to platform.
10. PS & SP review Professional Practice Goal Statement written by the TC and all other evidence available (e.g., observations, unit plan, measure of student learning, student feedback survey, other written assignments) and then complete summative assessment in the online platform. Supervisors share calibrated (agreed upon) CAP rubric ratings (check off yes, if readiness threshold is met) and cite all required evidence for specific Essential Elements. Share with the candidate, ratings, evidence and targeted feedback written on the final/summative assessment. Double check to make sure all evidence/assignments are tagged properly based on what is required. Both PS/SP must check off that candidate is ready to teach (or not) and mark summative form complete in the online platform.
11. PS/SP help candidate draft a professional practice goal that would be appropriate for first year of teaching
12. Double check to make sure the CAP page 1, information form is correct and that all signatures are on the Candidate Assessment of Performance (CAP) signature page (CAP page 2). Fill out the grade report form. The program supervisor is responsible for submitting paper copies of these 3 pages 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 in this handbook.] **[Please double check to make sure all 3 pages are filled out completely and signed in all places.]**

TIPS:

1. When working in the CAP online platform, SAVE YOUR WORK often!
2. Program supervisor to input dates in the online platform for each of the 3-way meetings.
3. Both supervisors MUST indicate that each form/document is COMPLETE. This includes candidate self-assessment, candidate finalized goal/implementation plan, formative assessment, summative assessment, and observations done together.
4. At the end of the practicum both supervisors must go into the online platform and indicate that the candidate is Ready to Teach.

Overview of Required DESE Candidate Assessment of Performance (CAP)
Observations & Three-Way Meetings

A1 - Announced #1 (SP & PS)

First 3-way meeting occurs – Professional Practice Goal finalized (review candidate self-assessment)

U1 - Unannounced #1 (SP)

A2 - Announced #2 (PS)

Second 3-way meeting occurs – Formative Assessment (Midterm) – Formative ratings determined

U2 - Unannounced #2 (SP & PS)

Third 3-way meeting occurs – Summative Assessment (Final) – Summative ratings determined

Observation Protocol

(Much of this information is taken directly from the DESE CAP Guidelines – June 2016)

Observations are one of the most critical sources of evidence collected by assessors in the Candidate Assessment of Performance (CAP). The protocol and forms that follow are designed to support candidates and supervisors in engaging in observations that:

- 1) Collect and document evidence of performance for the seven Essential Elements
- 2) Provide focused, targeted, actionable feedback to candidates about their performance

Under CAP, supervisors are required to conduct a minimum of four “formal” observations, two announced and two unannounced (A1, U1, A2, U2 - see above chart). Program Supervisors do a minimum of three observations, additional observations are encouraged and Supervising Practitioners to do the 3 required “formal” CAP observations and ideally additional written observations (approximately one per week) using the SC Pre-Practicum/Practicum Observations Form.

It is the expectation that each “formal” (announced and unannounced) observation include all of the following:

- Active evidence collection during the observation noting teacher and student movement/actions and behaviors
- All supervisors take notes during the observation. Program Supervisors/Supervising Practitioners may use the Springfield College Pre-Practicum/Practicum Observation Form or the SC Optional Observation and Feedback Form. If you choose to take notes electronically or on a separate piece of paper, please retain them. Upload all notes and observation forms to the online platform.
- Analysis and synthesis of the evidence by the Program Supervisor/Supervising Practitioner following the observations (post-conference); linking evidence to the seven essential elements and identifying strengths and areas for improvement
- Self-reflection by the candidate (TC must upload form to CAP online platform within 24 hours)
- Post-conference to determine the self-awareness of candidates related to the CAP elements regarding how the lesson went, as well as, supervisors sharing targeted feedback with the candidates to help them improve their practice

Announced observations must include all of the above *and* the following:

- Review of teacher candidate’s lesson materials (e.g., lesson plan, objectives/goals, assessments, relevant candidate artifacts) by Program Supervisor/ Supervising Practitioner in advance
- Pre-conference communication (having a face to face meeting is optional) prior to the observation about teacher and student goals for the lesson and areas of focus for evidence collection and feedback (driven by candidate’s professional practice goal and Essential Elements)

Model Observation Protocol: Pre-Conference Planning Form (optional)

Observation Details					
Date:		Time (start/end):			
Content Topic/Lesson Objective:					
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One
		<input type="checkbox"/>		<input type="checkbox"/>	Other

Element(s) to be Observed (circle)	Comments
1.A.1: Subject Matter Knowledge	
1.A.3: Well-Structured Units & 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	

Refinement areas previously identified

Questions to ask in pre-conference

Model Observation Protocol: Post-Conference Planning Form (optional)

Observation Details			
Date:		Time (start/end):	
Content Topic/Lesson Objective:			

Refinement Area #1	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Self-Reflection Question(s) to prompt candidate:				
Evidence from Observation:				
Recommended Action				
Potential Resources/Guided Practice/Training to support:				

Refinement Area #2	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Self-Reflection Question(s) to prompt candidate				
Evidence from Observation				
Recommended Action				
Potential Resources/Guided Practice/Training to support				

Reinforcement Area #1	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence from Observation				
Recommended Action				

Reinforcement Area #2	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence from Observation				
Recommended Action				

Upcoming Steps in the CAP Process	
<ul style="list-style-type: none"> • Type of Next Observation: • Focus of Next Observation: • Date/topic of next Three-Way Meeting: • Other: 	

Springfield College Three-Way Meeting Checklist

Announced Observation #1 (PS & SP)

First Three-Way Meeting (occurs within first three weeks)

	Before	During 45- 60 min	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Rubric Summary, Self-Assessment Form (includes draft professional practice & action steps) → Share with PS/SP 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a Post-Conference for Announced Obs. #1 <input type="checkbox"/> Share feedback on Rubric Summary ratings and Self-Assessment Draft Goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Share goal and plan with practicum seminar instructor when requested
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Calibrate feedback from Announced Obs. #1 <input type="checkbox"/> Enter A1 evidence (in online platform) <input type="checkbox"/> Review Candidate Self-Assessment Form (that includes rubric summary ratings and draft professional goal & action steps) 	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize professional practice goal (must be S.M.A.R.T.) <input type="checkbox"/> Agree on implementation plan (action steps), that will provide evidence related to meeting professional goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Act on commitments made in action plan <input type="checkbox"/> Double check that all work in online platform has been saved and marked complete so it gets released to the TC
Forms	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Completed observation Form for Announced Observation #1 (online platform)</i> <input type="checkbox"/> <i>Candidate Rubric Summary and Self-Assessment (online platform)</i> <input type="checkbox"/> <i>TC, SP or PS, revise final professional practice goal, enter action steps (online platform -“finalized goal/implementation plan”)</i> <input type="checkbox"/> <i>Conduct Pre-conference (optional)</i> <input type="checkbox"/> <i>Conduct Post-Conference</i> <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Use Pre- and Post-Conference Planning Forms</i> 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Observation Form for Announced Observation #1</i> <input type="checkbox"/> <i>CAP rubric ratings and Candidate Self-Assessment</i> <input type="checkbox"/> <i>Finalized Goal(s) & Implementation Plan Form</i> 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>PS/SP enter date of first 3-way meeting in online platform</i> <input type="checkbox"/> <i>TC Adjust rubric ratings and Self-Assessment if needed (in online platform)</i> <input type="checkbox"/> <i>TC Enter Finalized Goal (in online platform)</i>

Unannounced Observation #1 (SP) and Announced Observation #2 (PS)

Second Three-Way Meeting (*occurs half-way through*)

	Before	During 30-45 min	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Do a self-evaluation by filling out the SC Midterm Self-Evaluation form in preparation for formative/midterm 	<ul style="list-style-type: none"> <input type="checkbox"/> TC share contents of Midterm Self-Evaluation form <input type="checkbox"/> SP/PS share formative ratings and discuss evidence <input type="checkbox"/> Revisit candidate goal, evidence so far and action plan; adjust accordingly (including potentially modifying the goal, increasing supports, adding additional observations, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Work on areas needing improvement
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Review all available evidence (including observations, self-reflections forms etc.) <input type="checkbox"/> Individually assess candidate performance – fill out formative assessment form (online platform) in preparation for midterm <input type="checkbox"/> Using the CAP rubric PS/SP calibrate formative assessment ratings and comments 		<ul style="list-style-type: none"> <input type="checkbox"/> Schedule/conduct additional observations <input type="checkbox"/> Act on commitments made in action plan
Forms	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>SC Midterm Self-Evaluation form</i> <input type="checkbox"/> <i>CAP Formative Assessment Form (Online platform)</i> <input type="checkbox"/> <i>TC, SP or PS enter measure of student learning and parameters for high, moderate, low growth (CAP online platform, "Finalized goal/implementation plan" form)</i> 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>SC Midterm Self-Evaluation form completed by TC (form in Brightspace)</i> <input type="checkbox"/> <i>CAP Formative Assessment Form (complete via online platform)</i> <input type="checkbox"/> <i>Finalized Goal & Implementation Plan Form (review evidence of progress toward professional practice goal and finalize Measure of Student Learning and Parameters)</i> 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>PS/SP mark CAP Formative Assessment Form complete (online platform)</i> <input type="checkbox"/> <i>Finalized Goal(s) & Implementation Plan Form (edit if needed)</i>

Unannounced Observation #2 (SP & PS)

Final Three-Way Meeting (in final two weeks)

	Before	During 30-45 min	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Administer Student Feedback Surveys → Share results with PS/SP 1 week prior to final mtg. <input type="checkbox"/> Share results of measure of student learning report <input type="checkbox"/> Share other evidence of performance - statement regarding meeting professional practice goal <input type="checkbox"/> Upload all candidate artifacts to online platform <input type="checkbox"/> Complete time record and share 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure all TC written assignments have been submitted, go through checklist (hdbk last page) <input type="checkbox"/> Discuss Candidate Professional Practice Goal Statement <input type="checkbox"/> Share summative ratings and discuss evidence, readiness thresholds, strengths and areas needing improvement. <input type="checkbox"/> All sign-off at conclusion of meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Draft a professional practice goal to use during first (or next) year of employment. <input type="checkbox"/> Make sure all written assignments, time record, etc. are all uploaded to online platform.
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Review all available evidence <input type="checkbox"/> PS only, assess/grade all TC written assignments submitted <input type="checkbox"/> Individually assess candidate performance using the CAP Rubric <input type="checkbox"/> Calibrate summative assessment ratings 	<ul style="list-style-type: none"> <input type="checkbox"/> All sign-off at conclusion of meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all PS/SP CAP documents are uploaded into online platform and all online documents are complete <input type="checkbox"/> PS grade written assignments (if needed) <input type="checkbox"/> Both SP/PS indicate summative assessment is complete, readiness thresholds met, and that the TC is Ready to Teach
Forms	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All TC written assignments complete and uploaded to CAP online platform <input type="checkbox"/> CAP Summative Assessment Form (complete online) <input type="checkbox"/> Candidate information form <input type="checkbox"/> CAP Signature page <input type="checkbox"/> Grade report <input type="checkbox"/> Time record 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share PS assessment of all TC written assignments (if possible) <input type="checkbox"/> Candidate information form (double check accuracy of information) <input type="checkbox"/> CAP signature page – Everyone signs <input type="checkbox"/> Share final grading form <input type="checkbox"/> Review time record 	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CAP Summative completed via online platform <input type="checkbox"/> Date of third 3-way meeting in online platform <p><u>Submit to SC Ed Prep</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SC Practicum Grade Report <input type="checkbox"/> Signature page

Springfield College Pre-Practicum/Practicum Observation Form

Detailed Lesson Plan Available: YES ___ NO ___

Candidate	Grade	Focus	Observer	Date
I. Subject Matter Knowledge (1.A.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Demonstrates sound knowledge of, and pedagogy best suited for, subject matter - Engages students in learning experiences that enable them to acquire complex knowledge, subject-specific skills - Makes content accessible; Includes subject-specific vocabulary/academic language 				
II. Well-Structured Units & Lessons (1.A.3)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Adapts as needed; implements standards-based units comprised of well-structured lessons with challenging tasks/measurable outcomes - Uses appropriate student engagement strategies that are motivational - Pacing, sequencing, transitions, resources, materials, equipment appropriate/good - Uses purposeful grouping; questioning - Uses technology/digital media strategically 				
III. Adjustments to Practice (1.B.2)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Analyzes informal/formal assessment results; determines progress toward intended outcomes and implements differentiated interventions and enhancements (extensions) for students (when planning & during lesson) - Uses results of assessments to make adjustments and provide appropriate corrective/specific feedback 				
IV. Meeting Diverse Needs (2.A.3)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Uses inclusive practices (tiered/scaffolded instruction) based on students' learning needs, abilities, interests, levels of readiness, - Uses appropriate strategies for students with disabilities, academically advanced & ELs - Uses instructional strategies that affirm and demonstrate respect for differences - Responds appropriately to misunderstandings based on differences (background, identities) 				
V. Safe Learning Environment (2.B.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Uses rituals & routines that create & maintain a safe physical and intellectual environment where student differences are respected - Uses appropriate preventative strategies and responses to address student behavior - Fosters collaboration and climate where students are comfortable taking academic risks 				
VI. High Expectations (2.E.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Clearly communicates high standards for student work, effort and behavior - Consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability - Challenges all students to grow/improve 				
VII. Reflective Practice (4.A.1)			Observed Evidence - Teacher Behaviors & Student Behaviors	
<ul style="list-style-type: none"> - Reflects on effectiveness of lessons, interactions with students and improve practice and student learning - Uses resources & supervisor feedback to improve - Meets all professional responsibilities 				
Strengths				
Areas needing improvement				

White: Program Supervisor

Yellow: Teacher Candidate

Pink: Supervising Practitioner

Springfield College Optional Observation and Feedback Form

Candidate	Grade	Focus	Observer	Date
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Student & Teacher Behaviors

Questions, Comments,
Suggestions, Ideas

Sample Only

White: Program Supervisor

Yellow: Teacher Candidate

Pink: Supervising Practitioner



CAP Observation Form



To be completed by Program Supervisor and/or Supervising Practitioner.

Observation Details

Date of Observation:	09/10/2020	Start Time:	02:45 pm
		End Time:	03:25 pm

Content Topic/Lesson Objective:

Topic: *Balancing, rolling and weight transfer* Objective: *Students will be able to perform skills taught in class.*

Group Size:

Active Evidence Collection occurred during the observation and is synthesized and categorized below.

Element*	Evidence**
1.A.1 Subject Matter Knowledge	<p>Program Supervisor Evidence: TC introduction of balance, transfer of weight and other academic language demonstrates TC subject matter knowledge. Skill cues provided were accurate. Visuals around room had accurate depictions of children performing skills correctly.</p> <p>Supervising Practitioner Evidence: Pedagogical strategies utilized (e.g., demonstrations of different rolls) were appropriate. STs fully engaged throughout lesson, small groups facilitated maximizing practice opportunities. TC repeated vocabulary words (e.g., balance, transfer weight) several times and had STs verbally state words when providing skill specific feedback to individuals.</p> <p>Calibrated Evidence for Teacher Candidate: TC introduction of balance, transfer of weight and other academic language demonstrates TC subject matter knowledge. Skill cues provided were accurate. Visuals around room accurate depictions of performing skills correctly. Pedagogical strategies utilized (e.g., demonstrations of different rolls) were appropriate. STs fully engaged throughout lesson, small groups facilitated maximizing practice opportunities. TC repeated vocabulary words (e.g., balance, transfer weight) several times and had STs verbally state words back to them to check for understanding.</p>
1.A.4 Well-Structured Units and Lessons	<p>Program Supervisor Evidence: TC on LP, objectives need to be measurable. Objectives written on white board: balance, transfer weight, and roll. TC demo, then ST demo, pacing adequate (keep working on sequencing): All on mats - log roll, egg roll, weight transfer (too advanced) and balance (needed to add one more balance). TC kept things moving. Grouping of students for the 4 mats went smoothly, TC moved STs from 5 squad lines to 4 working groups.</p> <p>Supervising Practitioner Evidence: TC has student read objective on board as an introduction as to what students will be doing in class. TC model, S-model performance of balance, weight transfer or roll. TC good circulation around the room. TC provides visuals. TC Asked question to check for understanding.</p> <p>Calibrated Evidence for Teacher Candidate: TC has student read objective on board as an introduction as to what students will be doing in class. TC model, S-model performance of balance, weight transfer or roll. TC good circulation around the room. TC provides visuals. TC Asked question to check for understanding. TC kept lesson moving, grouping of ST's from 5 squads to 4 groups at mats went smoothly. TC needs to make sure objectives are measurable. Pacing adequate (keep working on sequencing): log roll, egg roll, weight transfer (too advanced) and balance (needed to add one more balance).</p>

Program Supervisor Evidence:
TC provided feedback based on what he observed, stopped the class to demo wt. transfer again when STs weren't doing so well and stopped class to clarify expectations for the balance exercise. TC moved around, gave limited feedback to individuals. Said "nice job" a lot. TC did make adjustments especially when STs weren't being successful.

Supervising Practitioner Evidence:
TC stops class to remind students about safety. TC provides feedback to students about performance. "keep going rolling an egg roll over your shoulders." TC put student in time out because of behavior TC moved around room to give specific feedback. TC stopped class to review what he wanted students to do.

Calibrated Evidence for Teacher Candidate:
TC provided feedback based on what he observed. TC provides feedback to students about performance. For egg roll, "keep going, rolling, roll over your shoulders." Stopped the class to demo wt. transfer again when ST's weren't doing so well and stopped class to clarify expectations for the balance exercise. TC moved around, gave limited feedback to individuals. Said "nice job" a lot. TC did make adjustments especially when ST's weren't being successful. TC stops class to remind students about safety when problems observed.

Program Supervisor Evidence:
TC provided visual "balancing on one foot". TC checked for understanding during warm-up...skip, freeze, balance. TC made it clear that it was okay if ST couldn't do something. Used visuals, demo'd.

Supervising Practitioner Evidence:
TC used visual pictures, demonstrates and has students model. TC asks question to check for understanding. TC calls most students by name.

Calibrated Evidence for Teacher Candidate:
TC used visual pictures (e.g., balancing on one foot), demonstrates and has students model. TC calls most students by name. TC asked questions, checked for understanding during warm-up..."skip, freeze, balance." TC made it clear that it was okay if ST couldn't do something.

Program Supervisor Evidence:
TC is clear about safe movement, TC tells STs not to go on mats and to be careful during warm-up. TC asked, "When Mr. T blows the whistle what do you do?" Routines/expectations clear. TC followed routines, for example: one at a time on the mat and consistently pointed out things to make the STs safe. TC also constantly reinforced routines, reminded STs to be quiet when Mr. T is talking. STs shoe laces untied, TC did not notice (2-3 STs).

Supervising Practitioner Evidence:
TC tells students about safety and expectations. TC Reminds students about safety. TC Organizes students in colored row, small groups at mats etc..TC gives specific instruction on what activity students will be doing and how.

Calibrated Evidence for Teacher Candidate:
TC tells students about safety and expectations. TC Reminds students about safety. TC Organizes students in colored row, small groups at mats etc..TC gives specific instruction on what activity students will be doing and how. TC is clear about safe movement, TC tells STs not to go on mats and to be careful during warm-up. TC asked, "When Mr. T blows the whistle what do you do?" TC followed routines and consistently reinforced them, for example: one at a time on the mat and consistently pointed out things to make the STs safe; TC reminded STs to be quiet when Mr. T is talking. STs shoe laces untied, TC did not notice (2-3 STs).

Program Supervisor Evidence:
TC stated, "balance on one hand, one foot, who can get most creative balance/pose"? STs had trouble with weight transfer exercise, TC needed to scaffold and follow a progression. The challenge was too difficult. TC needs to find "just right" challenges.

Supervising Practitioner Evidence:
TC tells student what he is specifically looking for. TC asks student to be creative.

Calibrated Evidence for Teacher Candidate:
TC tells student what he is specifically looking for. TC asks student to be creative. Specifically, TC stated, "balance on one hand, one foot, who can get most creative balance/pose"? STs had trouble with weight transfer exercise, TC needed to scaffold and follow a progression. The challenge was too difficult. TC needs to find "just right" challenges.

Program Supervisor Evidence:

TC made improvements to teaching by making some adjustments during class. Did a good job reviewing at the end of class. TC recognized that he needed to make some changes to parts of the lesson.

4.A.1
Reflective
Practice

Supervising Practitioner Evidence:

TC said he need to work on" high expectations". TC also realized he needs to be more skill specific.

Calibrated Evidence for Teacher Candidate:

TC said he needs to work on "high expectations". TC also realized he needs to give more skill specific feedback. TC made improvements to teaching by making some adjustments during class. Did a good job reviewing at the end of class. TC recognized that he needed to make some changes to parts of the lesson.

Program Supervisor Evidence:

TC said fillers, "alright, okay" quite a bit. Says, "nice job" without pointing out anything specific..

Additional
Evidence
(Optional)

Supervising Practitioner Evidence:

Lesson plans in on time. TC on time ready to teach. Very receptive to constructive criticism.

Calibrated Evidence for Teacher Candidate:

LPs in on time. TC on time ready to teach. Very receptive to constructive criticism. TC said fillers, "alright, okay" quite a bit. Says, "nice job" without pointing out specifically what was good.

Focused Feedback**Program Supervisor Evidence:**

Followed routines provided a safe learning environment. Praised good behavior. During log roll did a great job of constantly reinforcing "keep body straight". TC stopped class several times to either make expectations clear or re-explain what they were supposed to be doing.

Reinforcement
Area/Action:
(strengths)

Supervising Practitioner Evidence:

Safety and learning environment nicely implemented. TC makes some adjustments to practice and lessons for the most part are well- structured.

Calibrated Evidence for Teacher Candidate:

- Followed routines provided a safe learning environment. Praised good behavior. - During log roll did a great job of constantly reinforcing "keep body straight". - TC stopped class several times to either make expectations clear or re-explain what they were supposed to be doing. TC makes adjustments to practice. - Lessons for the most part are well- structured.

Program Supervisor Evidence:

T would benefit from researching additional weight transfer activities. When a ST comes to you with a problem (e.g., another ST stepped on student's hand) you need to deal with it yourself. For the weight transfer activity you needed to break it down and think of a way for the STs to visualize what to do. For example you could say, "Walk your feet around the big circle and keep your hands in the middle and move in a little circle as needed" - possibly use hula hoop and poly spot.

Refinement
Area/Action:
(areas for
improvement)

Supervising Practitioner Evidence:

High expectations of what is expected and challenging student. Meeting diverse needs could be improved upon appropriate strategies.

Calibrated Evidence for Teacher Candidate:

- Have high expectations by making it clear what is expected and create lessons with "just right" challenges. - Meeting diverse needs could be improved upon, increase strategies used to connect with all STs. - When a ST comes to you with a problem (e.g., another ST stepped on student's hand) you need to deal with it yourself. - For the weight transfer activity you needed to break it down and think of a way for the STs to visualize what to do. For example you could say, "Walk your feet around the big circle and keep your hands in the middle and move in a little circle as needed" - possibly use hula hoop and poly spot.

SAVE WORK OFTEN!

**IF BOTH SUPERVISORS FILLED OUT FORM,
THEN WHEN "CALIBRATED EVIDENCE" SECTIONS ARE FINAL,
MARK OBSERVATION FORM "COMPLETE"**



Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

Observation Details					
Candidate:	INSERT NAME HERE			Site:	INSERT NAME HERE Elementary School
Date:	10/19/20		Time (start/end):	8:25-9:10	
Content Topic/ Lesson Objective:	Soccer				
Type of Observation:	Observed by:				
<input type="checkbox"/> Announced	<input checked="" type="checkbox"/> Unannounced	<input checked="" type="checkbox"/> Supervising Practitioner	<input checked="" type="checkbox"/> Program Supervisor		

Reflection Prompt: *What do you think went particularly well? How did this strength impact your students' learning?*

- Good classroom management
- Enforced the rules and regulations throughout the lesson
- Good lesson flow)
- Every student was participating throughout the lesson
- Constantly scanning to watch all students

Reflection Prompt: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?*

- Create a more challenging assessment so the full time is used working on it
- Have the stations rotate in order so students aren't confused
- Call the students by their names or "boys and girls" rather than "you guys"

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Scope or Consistency of each element.
1.A.1: Subject Matter Knowledge	Engaged STs in demonstrations/hands-on practice. Lesson plans include vocabulary taught; word wall has academic language used in this lesson
1.A.3: Well-Structured Units and Lessons	Lesson is well-structured (review of the soccer skills, skill practice with a variety of activities, extensions, and modifications and a lesson closure to review skill cues.)
1.B.2: Adjustments to Practice	Provides skill specific feedback and students and adjusted stations and distances for passing and dribbling.
2.A.3: Meeting Diverse Needs	Extensions were provided for all students including; increasing and decreasing passing distance, adding in dribbling pathways, and increasing and decreasing shooting distance.
2.B.1: Safe Learning Environment	Constantly reinforced the rules and regulations in the gymnasium. Organized the stations so students had enough space without running into one another.
2.E.1: High Expectations	Visual demonstrations are provided for the dribbling, passing, and shooting stations. Students were expected to receive higher than a 75% on the soccer quiz.

Springfield College
Educator Preparation & Licensure Office
Midterm Self-Evaluation Form

Candidate:	Date:
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Directions: Provide evidence to date of your proficiency for each of the elements below.

I. Subject Matter Knowledge (I.A.1)
II. Well-Structured Units and Lessons (I.A.3)
III. Adjustment to Practice (I.B.2)
IV. Meeting Diverse Needs (II.A.3)
V. Safe Learning Environment (II.B.1)
VI. High Expectations (II.E.1)
VII. Reflective Practice (IV.A.1)

Summarize your areas of strength and areas for growth/needing improvement.

Areas of strength
Areas for growth/needing improvement

**Springfield College
Educator Preparation & Licensure Office
Practicum/Practicum Equivalent
Intervention Warning**

You are currently not making satisfactory progress in meeting your practicum requirements and standards. Teacher candidates who fail to meet practicum requirements are at risk of failing and will not be recommended for licensure.

Date _____

Candidate _____ Program/Grade Level _____

Supervising Practitioner _____ Program supervisor _____

School _____ City/State _____

Area Needing Improvement (cite essential elements/dimensions of readiness) _____

Steps to be taken to make satisfactory progress _____

Program supervisor Signature _____ Date _____

Supervising Practitioner Signature _____ Date _____

Date met with Director of Educator Preparation & Licensure _____

Director's Signature _____

I understand that if the above stated requirements are not met to the satisfaction of the program supervisor and the supervising practitioner upon the completion of the practicum, I will not be recommended for licensure.

Candidate's Signature _____ Date _____



**Massachusetts Department of Elementary and Secondary Education
Candidate Assessment of Performance (CAP) Information Form**

Section 1: General Information (to be completed by the Candidate and the Program Supervisor)										
Candidate Information										
Name:							MEPID #:			
Street Address:										
City/Town:					State:			Zip:		
Massachusetts license number(if applicable):										
Program Information										
Sponsoring Organization:	SAMPLE									
Program Area & Grade Level:										
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)							<input type="checkbox"/>	<input type="checkbox"/>		
							Yes	No		
Practicum Information					<input type="checkbox"/>	Practicum	<input type="checkbox"/>	Practicum Equivalent		
Practicum/Equivalent Course Number:							Credit hours:			
Practicum/Equivalent Course Title:							Dates:			
Practicum/Equivalent Seminar Course Title:										
Practicum/Equivalent Site:					Grade Level(s) of Students:					
Total Number of Practicum Hours:				Number of hours assumed full responsibility in the role:						
Program Supervisor:					Position/Title:					
Supervising Practitioner Information <i>(to be completed by the Program Supervisor)</i>										
Name:										
School District:					Position:					
License Field(s):						MEPID or License #				
# of years experience under license:				<input type="checkbox"/>	Initial	<input type="checkbox"/>	Professional			
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.						<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

Candidate:		Date:	
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Candidate Assessment of Performance (CAP) Signature Form

Section 2: Total Hours and Signatures

Three-Way Meetings	Signatures Required	
1 st Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2 nd Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting Date:	Candidate	
	Supervising Practitioner	
	Program Supervisor	

Total Number of Practicum Hours:	practicum hours on page 1	Number of hours assumed full responsibility in the role:		on page 1
Based on the candidate’s performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	<input type="checkbox"/>	Not Yet Ready	<input type="checkbox"/>
Supervising Practitioner signature	Date:			
Program Supervisor signature	Date:			
Mediator signature (if necessary see: 603 CMR 7.04(4))	Date:			

SPRINGFIELD COLLEGE EDUCATOR PREPARATION PRACTICUM GRADE REPORT

Program (College) Supervisor: _____

Candidate's Name: _____

Practicum Dates: _____ Field/Subject _____ Grade level _____

Midterm Grade (P = passing grade for midterm is okay)		
Final Grade Breakdown (see worksheet)		
Teaching & Professional Responsibilities (60%)		
Written Work (40%)		
Final Grade (letter grade required for final)		

Grading Worksheet (Optional)

Category	Grade	Value	x	%	=	
I. Teaching and Professional Responsibilities: Attendance, Appearance, Professional Relationships			x	60%	=	
II. Written Work						
a. Rubric Summary, Self-Assessment, Professional Goal Statement, Student Feedback Survey Data/ Summary/ Analysis			x	10%	=	
b. Daily Journals, Self-Reflection Forms, Midterm Self-Evaluation, Video Self-Observation (or Preparing for IEP meeting assignment)			x	10%	=	
c. Lesson Plans with Notes, E-Portfolio [not WTP/S ³] (at end of last practicum only)			x	10%	=	
d. Unit Plan (or Intervention Plan), Measure of Student Learning Data/Summary/Analysis			x	10%	=	
			Total Value:			

Numerical Value of Letter Grades

A+ = 12	A = 11	A- = 10	B+ = 9	B = 8	B- = 7	C+ = 6
C = 5	C- = 4	D+ = 3	D = 2	D- = 1	F = 0	

CAP's 5 Categories of Evidence

There are five major categories of evidence required in CAP: observations, measure(s) of student learning, student feedback, progress toward a candidate's professional practice goal, and candidate artifacts. In addition to these required categories of evidence, SOs may identify other sources of evidence or more narrowly specify the evidence required in each category.

1. *Observations (Elements 1.A.1, 1.A.3, 1.B.2, 2.A.3, 2.B.1, 2.E.1)*

Observations provide the Supervising Practitioner and Program Supervisor with the opportunity to collect evidence of a Teacher Candidate's practice in six of the Seven Essential Elements, and to provide targeted, timely feedback that both reinforces promising practice and recommends additional actions or skill development. Program Supervisors and Supervising Practitioners actively collect evidence during a minimum of four observations and then synthesize the key evidence to provide focused feedback to candidates.

2. *Measure of Student Learning (Elements 1.A.1, 1.A.3, 1.B.2, 2.A.3, 4.1.A)*

A measure of student learning aligned to a meaningful sample of content for which the Teacher Candidate has responsibility allows the candidate, Supervising Practitioner, and Program Supervisor to identify (1) the extent to which the candidate's practice is having an impact on student learning, and (2) the candidate's ability to reflect on and adjust practice accordingly. Because the measure of student learning serves as a primary source of evidence for the element 1.B.2: Adjustments to Practice, the measure should be one that yields enough information about student learning that a candidate can draw reasonable conclusions about the impact of his/her practice on learning outcomes. This reflection by the candidate, and subsequent changes in or adjustments to practice, is as important, *if not more*, as evidence in CAP than the learning outcomes themselves.

3. *Student Feedback (Elements 2.B.1, 2.E.1, 4.A.1)*

Feedback from students plays a key role in teaching and learning in the Commonwealth and is therefore a critical source of evidence in understanding candidate performance. Candidates should plan on collecting student feedback using the CAP Model Student Feedback Surveys (developed for Grades 3-5 and 6-12) or DESE's K-2 Discussion Prompts (Grades K-2) at a time during the practicum that allows students to provide the candidate with meaningful, informed feedback, while reserving enough time afterwards for the candidate to reflect on the feedback and adjust practice accordingly. The CAP Model Student Feedback Surveys include standard and mini forms, all of which target practice related to the Seven Essential Elements.

4. *Professional Practice Goal (4.A.1, one additional element)*

A candidate's professional practice goal reflects the needs of the individual candidate as surfaced through the self-assessment, and TC's *Professional Practice Goal Statement* is evidence related to the goal should communicate relevant activities and progress toward goal attainment. This makes it easy to track, support, and assess goal progress throughout the practicum.

5. Candidate Artifacts (4.A.1)

Teacher Candidates are encouraged to share artifacts of practice throughout the CAP 5-Step Cycle as additional sources of evidence to support their assessment. These artifacts may include, but are not limited to:

- unit and/or lesson plans
- examples of students' work
- behavior plans/ behavior data
- audio/video recordings
- reflection logs (journals)
- notes on lesson plans

Candidate artifacts may further demonstrate practice related to a specific element, provide additional information related other evidence (such as student feedback, or an unannounced observation), or simply demonstrate new or innovative work with students. Since candidate artifacts directly inform practice associated with Essential Element 4.A.1 (Reflective Practice), the objective should always be to demonstrate meaningful reflection and adjustments to practice.

Evidence Requirements for Each Essential Element

CAP is designed to make evidence collection a natural and meaningful component of the entire assessment, while ensuring that specific and sufficient types of evidence inform each of the Seven Essential Elements. The table below outlines the types of evidence that are, at a minimum, required to be used in assessing practice related to each element. Evidence collection is not limited to the minimum requirements.

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					✓	✓	✓	✓

When done well, the collection and analysis of evidence is a valuable process for candidates to reflect on and monitor their own performance and progress, and for Supervising Practitioners and Program Supervisors to establish a comprehensive and informed assessment of candidate readiness.

The Summative Assessment

Program Supervisors and Supervising Practitioners are responsible for conducting a summative assessment with each candidate at the conclusion of CAP. Program Supervisors and Supervising Practitioners jointly determine the overall ratings for each essential element and each dimension of readiness (18 ratings total) based on their collective professional judgment and a thorough examination of evidence that demonstrate the candidate has met all readiness thresholds, is prepared to have positive impact on students, and is READY TO TEACH.

The Role of Professional Judgment

How do Supervising Practitioners and Program Supervisors know how to rate practice on a specific element? How does this translate into an overall determination of readiness?

Professional judgment of the Supervising Practitioner and the Program Supervisor, informed by multiple types of evidence (e.g., measure of student learning data, student feedback survey data, candidate artifacts, observations), drives the final determination of candidate readiness. There are no numbers or percentages that dictate summative ratings on elements. This approach to assessment is modeled on the underlying tenets of the Educator Evaluation Framework, in which:

- Evaluators look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating an educator²
- Formulaic or numerical processes that calculate ratings and preclude the application of professional judgment are inconsistent with the letter and the spirit of evaluation
- Professional judgment based on multiple types of evidence promotes a more holistic and comprehensive analysis of practice

With its emphasis on professional judgment, the Massachusetts approach to educator evaluation and preparation assessment allows evaluators to be responsive to local context or individual needs, emphasize trends and patterns of practice rather than rely on individual data points, and better target feedback and resources to individual educators. All of these factors contribute to a more holistic and comprehensive assessment of educator practice that is designed to develop, support, and continually strengthen the skills of our educators from preparation through employment.

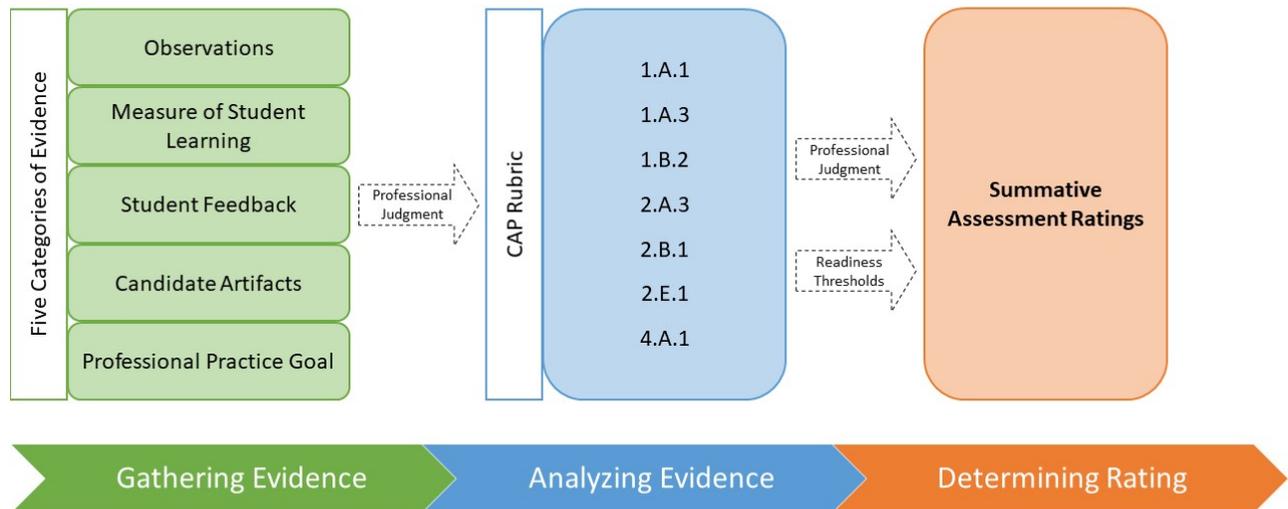
That said, a candidate must receive a minimum rating of Proficient in Quality and minimum ratings of Needs Improvement in Consistency and Scope for each element. A rating of Proficiency in Quality effectively serves as a gatekeeper for each element, ensuring that a candidate can demonstrate the fundamental skill, even if he/she still needs to improve the consistency of delivery, or the scope of impact. Candidates must meet these readiness thresholds for all Seven Essential Elements to pass CAP.

The Summative Assessment Form should be completed by the Supervising Practitioner and Program Supervisor, the two whom should calibrate their ratings and feedback prior to providing summative ratings to the candidate.

The Summative Assessment Form is required and must be retained by the Sponsoring Organization.

² "...[T]he evaluator determines an overall rating of educator performance based on the evaluator's professional judgment and an examination of evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the Educator Plan goals" ([603 CMR 35.06\(6\)](#)); see also [ESE Model Teacher & Caseload Educator Contract, Section 14\(b\)](#); "The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives" ([ESE Model Teacher & Caseload Educator Contract, Section 14\(c\)](#)).

The figure below illustrates the entire process by which Supervising Practitioners and Program Supervisors determine summative assessment ratings. Incorporating evidence from five distinct categories of evidence, they apply their professional judgment to an evaluation of the candidate’s practice within each of the Seven Essential Elements, assess whether the candidate has met the readiness thresholds under each element, and determine final summative assessment ratings.





Summative Assessment Form

Name:		Date:	
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I.A.1: Subject Matter Knowledge				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-1: Subject Matter Knowledge:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<i>Req.</i>	<i>Req.</i>			<i>Req.</i>			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

I.A.3: Well-Structured Units and Lessons				
I-A-3. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
		Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I-A-3: Well-Structured Units and Lessons:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<i>Req.</i>	<i>Req.</i>			<i>Req.</i>			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



I.B.2: Adjustment to Practice				
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
		<i>Req.</i>	<i>Req.</i>	<i>Req.</i>			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
		Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
		<i>Req.</i>		<i>Req.</i>			

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
	<i>Req.</i>				<i>Req.</i>		

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



II.E.1: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for II.E.1: High Expectations:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
<i>Req.</i>					<i>Req.</i>		

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues, insights gained to improve practice and student learning.
Quality			*	
Scope		*		
Consistency		*		

Sources of Evidence for IV.A.1: Reflective Practice:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
				<i>Req.</i>	<i>Req.</i>	<i>Req.</i>	<i>Req.</i>

Evidence [insert evidence to support the ratings here]:

Completed examples can be found in Brightspace



Summative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
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				

Evidence-Based Feedback to Candidate	
Recommended Focus for Future Professional Practice Goal	

SPRINGFIELD COLLEGE
PRACTICUM TIME RECORD AND ACTIVITY REPORT

Record the hours spent at the practicum site according to the categories described below. Please note, Massachusetts typically requires at least 300 clock hours for each teaching license (in some cases the 300 clock hours are split between two different sites and two levels for the same licensure field). A minimum of 100 clock hours must consist of time when the practicum student assumes full responsibility of the classroom. See the Springfield College Educator Preparation Handbook for the specific clock hour requirement for each program. (Note: ECED & HLTH do two placements and have unique clock hour requirements.)

Student _____ School _____

Supervising Practitioner _____

Date Started _____ Date Ended _____ Grade Levels _____

Program: ECED ELEM SEC SPED PE HLTH

Did you work with English Language Learners? Yes No

Observing - The supervising practitioner is in charge and the practicum student is watching/listening. (Typically, first few days only)

Assisting - The supervising practitioner is in charge and the practicum student is helping by providing individual attention, working with a small group, and performing other functions of an aide. (Begin immediately, if possible)

Full Responsibility - The practicum student, under the supervision of the supervising practitioner, is responsible for taking on the full responsibility of the classroom. (A minimum of 100 hours is required)

Other - The practicum student discharges other "non instructional duties" associated with the role and/or attends faculty meetings, professional development and certain after school programs (e.g., tutoring).

Guidelines to determine maximum hours (Full time only)

5 weeks: 25 days x 7 hrs/day = 175 hrs (maximum)

7 weeks: 35 days x 7 hrs/day = 245 hrs

10 weeks: 55 days x 7 hrs/day = 385
55 days x 6 hrs/day = 330

16+ weeks: 90 days x 7 hrs/day = 630
90 days x 6 hrs/day = 540

Part time & full time combined, contact Ed Prep with questions.

Activity	Hours Face to Face/Remote
Observing	/
Assisting	/
Full Responsibility	/
Other Duties Include	
Parent Conferences	/
Cafeteria Duty	/
Homeroom	/
Bus Duty	/
Faculty Meeting	/
Prep during school	/
Misc: _____	/
Total Other (Sum of hours in gray box)	/
Now add all of the hours together	
Total Time Spent (Face to Face/Remote Observing + Assisting + Full Responsibility + Total Other)	

Snow Days _____ Delayed Starts _____ Early Dismissals _____

Number of Remote Teaching Days _____

(Put total number on appropriate lines for each of the above)

SPRINGFIELD COLLEGE
CANDIDATE EVALUATION OF PROGRAM SUPERVISOR

Name of Program Supervisor _____ Program _____ UG/GR Dates _____

The following items deal with characteristics of program supervisors which students feel to be important. Please complete each item by selecting the response you feel is appropriate and making comments/suggestions.

	4	3	2	1	0			
	Agree	Somewhat Agree	Neither agree/disagree	Somewhat Disagree	Disagree			
1.	My program supervisor's number of visits was satisfactory			4	3	2	1	0
	<i>Comments:</i>							
2.	The quality of my program supervisor's observations/visits was excellent			4	3	2	1	0
	<i>Comments:</i>							
3.	My program supervisor's expectations were clear			4	3	2	1	0
	<i>Comments:</i>							
4.	My program supervisor was available for appointments & discussions			4	3	2	1	0
	<i>Comments:</i>							
5.	My program supervisor gave excellent feedback on written work			4	3	2	1	0
	<i>Comments:</i>							
6.	My program supervisor has knowledge and experience in the field			4	3	2	1	0
	<i>Comments:</i>							
7.	My program supervisor made good suggestions for evaluating and improving my teaching skills			4	3	2	1	0
	<i>Comments:</i>							
8.	My program supervisor was knowledgeable about how to be a supervisor			4	3	2	1	0
	<i>Comments:</i>							
9.	My program supervisor provided feedback that improved my practice			4	3	2	1	0
	<i>Comments:</i>							
10.	Considering everything, my program supervisor was excellent			4	3	2	1	0
	<i>Comments:</i>							

2. The program ensured access to the resources required for learning (e.g., technology, facilities, personnel)	4	3	2	1	0
3. My faculty/instructors were effective at preparing educators	4	3	2	1	0
4. I was effectively advised throughout my program	4	3	2	1	0
5. There were checkpoints throughout the program to make sure candidates were meeting the standards	4	3	2	1	0
6. The program solicited my feedback about the overall program	4	3	2	1	0
7. The program acted upon or made programmatic changes based on my feedback	4	3	2	1	0
8. My experience in this program prepared me to be an effective educator	4	3	2	1	0
9. I would recommend this program to others	4	3	2	1	0

COURSEWORK

In this section, we would like to know about the impact that your coursework had on your ability. In other words, how did your coursework improve your ability as an educator? Your answers here should reflect the quality of coursework, not your own ability in each area.

1. The coursework provided me with the content knowledge necessary to be an effective educator	4	3	2	1	0
2. The coursework provided me with the pedagogical content knowledge necessary to be an effective educator	4	3	2	1	0
3. Coursework prepared me to make a positive impact on the PK-12 student learning	4	3	2	1	0

FIELD-BASED EXPERIENCES

In this section, we would like to know more about the impact that your field-based experiences had on your ability. In other words, how did your field-based experiences improve your ability as an educator. Your answers here should reflect the quality of field-based experiences, not your own ability in each area.

1. I benefited from the relationship that my program had with the school/district that I had my field-based experiences in	4	3	2	1	0
2. My field-based experiences were explicitly connected to my coursework	4	3	2	1	0
3. My pre-practicum experience prepared me for my full student-teaching experience in the practicum	4	3	2	1	0
4. During my field-based experiences, I worked with students from diverse ethnic, racial, socioeconomic and exceptional groups	4	3	2	1	0
5. Please rank the following five activities in order of most time spent to least time spent in pre-practicum experience					
___ Observations					
___ Small group work					
___ One on one work					
___ Whole class instruction					
___ Meeting with school-based professionals					
6. To what extent do you agree or disagree with the following statements about the assessment used during your practicum (e.g., PPA or CAP)?					
a. My teaching practice improved as a result of undergoing an assessment in my field-based experiences	4	3	2	1	0
b. I will use the feedback that I received as part of my performance assessment to identify professional development, trainings, and other resources to improve my practice	4	3	2	1	0
c. The training I received on my performance assessment contributed to a consistent and rigorous assessment	4	3	2	1	0
d. Participating in a performance assessment in my teacher education program prepared me to participate in the MA Educator Evaluation system	4	3	2	1	0

7. How many observations did you receive during your field-based experiences?
 ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6+

8. My field-based experiences prepared me to be an effective educator 4 3 2 1 0
Comments:

SUPERVISING PRACTITIONER

To what extent do you agree or disagree with the following statements about your supervising practitioner?

1. My supervising practitioner was an effective educator	4	3	2	1	0
2. My supervising practitioner was knowledgeable about how to be a supervisor	4	3	2	1	0
3. My supervising practitioner provided feedback that improved my practice	4	3	2	1	0
4. My supervising practitioner provided quality observations	4	3	2	1	0
5. Overall, my supervising practitioner was excellent	4	3	2	1	0

QUALITY OF PREPARATION AGAINST STANDARDS OF PRACTICE

In every standard, we ask you to rate the extent to which you were prepared in each standard. Specifically, your readiness to teach in the skill must be as a consequence of participating in your preparation program (e.g., you may be skilled in classroom management but that skill may/may not be attributable to something specific in your preparation program). In identifying the extent of preparation provided per item, please consider both coursework and field-based experiences.

1. Standard I: Curriculum, Planning and Assessment

Teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. Please reflect on your experiences within the classroom over the last year and respond to the following statements.

Due to the experiences and courses in my teacher preparation program, I am able to:

a. Integrate language acquisition into content instruction so English Language Learner students learn as they build language skills	4	3	2	1	0
b. Design formative assessments to check student understanding	4	3	2	1	0
c. Use intellectual engagement strategies that require students to support their answers or reasoning in class	4	3	2	1	0
d. Consistently model and use academic language that can be understood by English Language Learner students at all proficiency levels so they can build their content knowledge	4	3	2	1	0
e. Develop well-structured lessons that incorporated students' interests in the planning of class activities	4	3	2	1	0
f. Consistently use assessment data to guide changes to my instructional practice	4	3	2	1	0
g. Design units of instruction that help students develop many ways to think deeply about an activity or a problem	4	3	2	1	0
h. Scaffold and unpack content so all students can understand the material	4	3	2	1	0
i. Develop interdisciplinary curriculum	4	3	2	1	0
j. Use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs)	4	3	2	1	0
k. Analyze student performance data to provide students with timely feedback that enables them to improve their work	4	3	2	1	0
l. Use assessment methods that enable students to rate their own understanding of student learning objectives	4	3	2	1	0
m. Use technology to analyze and track student achievement	4	3	2	1	0

Overall, how well were you prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

2. Standard II: Teaching All Students

Teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. Please be sure to respond with reference to how well you feel the Springfield College teacher preparation program prepared you in each skill or practice.

Due to my experiences and courses in my teacher preparation program, I am able to:

- | | | | | | |
|---|---|---|---|---|---|
| a. Provide learning experiences that encourage students to be supportive of each other's success | 4 | 3 | 2 | 1 | 0 |
| b. Respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities | 4 | 3 | 2 | 1 | 0 |
| c. Effectively guide students to refocus their efforts in class when they become distracted | 4 | 3 | 2 | 1 | 0 |
| d. Teach so, when asked, students can explain what they are learning and why | 4 | 3 | 2 | 1 | 0 |
| e. Effectively engage students who resist wanting to learn | 4 | 3 | 2 | 1 | 0 |
| f. Create a learning environment where the teacher has the same high academic expectations for her or his English Language Learner students as she or he does for her native English learners | 4 | 3 | 2 | 1 | 0 |
| g. Use instructional practices that encourage students to challenge each other's thinking in the classroom | 4 | 3 | 2 | 1 | 0 |
| h. Use classroom management techniques that promote students' staying on task (e.g., routines, transition and response strategies). | 4 | 3 | 2 | 1 | 0 |
| i. Use student generated ideas to further student understanding during a lesson | 4 | 3 | 2 | 1 | 0 |
| j. Connect students with socio-emotional problems with appropriate supports | 4 | 3 | 2 | 1 | 0 |
| k. Instill in students a growth mindset (perseverance, learn from mistakes, high expectations valued) so all students believe in their ability to learn | 4 | 3 | 2 | 1 | 0 |
| l. Detect and prevent potential behavioral problems from happening in the classroom | 4 | 3 | 2 | 1 | 0 |
| m. Differentiate instruction so all students are challenged at all times during a lesson | 4 | 3 | 2 | 1 | 0 |
| n. Plan effective techniques (e.g., use of visuals, model discussion, group work) for making content accessible to English Language Learners such that English Language Learners of mixed proficiency can participate | 4 | 3 | 2 | 1 | 0 |
| o. Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible | 4 | 3 | 2 | 1 | 0 |
| p. Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of my instruction | 4 | 3 | 2 | 1 | 0 |
| q. Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts | 4 | 3 | 2 | 1 | 0 |
| r. Create a cooperative but cognitively demanding learning environment where students support each other to strengthen their work | 4 | 3 | 2 | 1 | 0 |

Overall, how well were you prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

3. Standard III: Family and Community Engagement

Teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. Please reflect on your experiences within the classroom and respond to the following statements.

Due to the experiences and courses in my teacher preparation program, I have improved in my ability to:

- | | | | | | |
|---|---|---|---|---|---|
| a. Make strategies available to parents so they can help support and reinforce student learning at home and in school | 4 | 3 | 2 | 1 | 0 |
| b. Listen to a parent’s concerns regarding the progress of their child and use the information to adapt my instruction towards the child | 4 | 3 | 2 | 1 | 0 |
| c. Connect families to resources outside of school to support student learning in school | 4 | 3 | 2 | 1 | 0 |
| d. Communicate effectively with families from diverse backgrounds and cultures | 4 | 3 | 2 | 1 | 0 |
| e. Effectively implement two-way communication strategies (e.g., back-to-school nights, office hours) to include parent perspectives in the classroom | 4 | 3 | 2 | 1 | 0 |
| f. Demonstrate cultural responsiveness when communicating with English Language Learner students’ families | 4 | 3 | 2 | 1 | 0 |

Overall, how well were you prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

4. Standard IV: Professional Culture

Teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. Please reflect on your experiences within the classroom and respond to the following statements.

Due to the experiences and courses in my teacher preparation program, I have improved in my ability to:

- | | | | | | |
|--|---|---|---|---|---|
| a. Reflect on my practice to develop challenging professional practice goals | 4 | 3 | 2 | 1 | 0 |
| b. Use evaluation data (e.g., feedback received) to diagnose my strengths and weaknesses and make adjustment to my practice (e.g., instructional goals, learning objectives) | 4 | 3 | 2 | 1 | 0 |
| c. Reflect on my practice in order to identify areas for professional growth (e.g., professional development opportunities) | 4 | 3 | 2 | 1 | 0 |
| d. When established, apply school expectations for student behavior | 4 | 3 | 2 | 1 | 0 |
| e. Effectively act upon colleagues’ ideas and/or suggestions to improve my students’ learning | 4 | 3 | 2 | 1 | 0 |

Overall, how well were you prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

OVERALL BENEFIT OF TEACHER PREPARATION PROGRAM

Indicate your level of agreement with the following statements:

- | | | | | | |
|--|---|---|---|---|---|
| 1. My experience in this program prepared me to be an effective educator | 4 | 3 | 2 | 1 | 0 |
| 2. I would recommend this program to others | 4 | 3 | 2 | 1 | 0 |

Please provide any additional information you would like about your experience with your teacher preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of your teacher preparation program.

3. The candidate's pre-practicum experience prepared him/her for his/her full student-teaching experience in the practicum	4	3	2	1	0
4. During his/her field-based experiences, he/she worked with students from diverse ethnic, racial, socioeconomic and exceptional groups	4	3	2	1	0
5. To what extent do you agree or disagree with the following statements about your supervision of the candidate?					
a. I was knowledgeable about how to be a supervisor	4	3	2	1	0
b. I provided feedback that improved the practice of the candidate	4	3	2	1	0
6. To what extent do you agree or disagree with the following statements about the supervision of the candidate by the sponsoring organization's program supervisor?					
a. The candidate's program supervisor was knowledgeable about how to be a supervisor	4	3	2	1	0
b. The candidate's program supervisor provided feedback that improved the practice of the candidate	4	3	2	1	0
7. Which performance assessment did the candidate use during his/her field-based experiences?					
___ Candidate Assessment for Performance (CAP)					
___ Pre-service Performance Assessment (PPA)					
___ Combination of CAP and PPA Candidate Assessments					
8. To what extent to you agree or disagree with the following statements about the assessment used during the candidate's practicum (e.g., PPA or CAP)?					
a. The candidate's teaching practice improved as a result of undergoing an assessment in his/her field-based experiences	4	3	2	1	0
b. Candidate will use the feedback that he/she received as part of his/her performance assessment to identify professional development, trainings, and other resources to improve his/her practice	4	3	2	1	0
c. I received training on the performance assessment that contributed to a consistent and rigorous assessment of the candidate	4	3	2	1	0
d. Participating in a performance assessment in the candidate's teacher education program prepared him/her to participate in the Massachusetts Educator Evaluation system	4	3	2	1	0
9. How many observations did the candidate receive during his/her field-based experiences?					
___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6+					
10. The candidate's field-based experiences prepared him/her to be an effective educator	4	3	2	1	0

QUALITY OF PREPARATION AGAINST STANDARDS OF PRACTICE

In every standard, we ask you to rate the extent to which the candidate was prepared in each standard. Specifically, the candidate's readiness to teach in the skill must be as a consequence of participating in his/her preparation program (e.g., he/she may be skilled in classroom management but that skill may/may not be attributable to something specific in his/her preparation program).

1. Standard I: Curriculum, Planning, and Assessment

Teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. Please reflect on the candidate's experiences within the classroom and respond to the following statements.

Due to the experiences and courses in his/her teacher preparation program, the candidate is able to:

a. Integrate language acquisition into content instruction so English Language Learner students learn as they build language skills	4	3	2	1	0
b. Design formative assessments to check student understanding	4	3	2	1	0
c. Use intellectual engagement strategies that require students to support their answers or reasoning in class	4	3	2	1	0
d. Consistently model and use academic language that can be understood by English Language Learner students at all proficiency levels so they can build their content knowledge	4	3	2	1	0
e. Develop well-structured lessons that incorporated students' interests in the planning of class activities	4	3	2	1	0
f. Consistently use assessment data to guide changes to his/her instructional practice	4	3	2	1	0
g. Design units of instruction that help students develop many ways to think deeply about an activity or a problem	4	3	2	1	0
h. Scaffold and unpack content so all students can understand the material	4	3	2	1	0
i. Develop interdisciplinary curriculum	4	3	2	1	0
j. Use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs)	4	3	2	1	0
k. Analyze student performance data to provide students with timely feedback that enables them to improve their work	4	3	2	1	0
l. Use assessment methods that enable students to rate their own understanding of student learning objectives	4	3	2	1	0
m. Use technology to analyze and track student achievement	4	3	2	1	0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

2. Standard II: Teaching All Students

Teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. Please be sure to respond with reference to how well you feel the Springfield College teacher preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Provide learning experiences that encourage students to be supportive of each other's success	4	3	2	1	0
b. Respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities	4	3	2	1	0
c. Effectively guide students to refocus their efforts in class when they become distracted	4	3	2	1	0
d. Teach so, when asked, students can explain what they are learning and why	4	3	2	1	0
e. Effectively engage students who resist wanting to learn	4	3	2	1	0
f. Create a learning environment where the teacher has the same high academic expectations for her or his English Language Learner students as she or he does for her native English learners	4	3	2	1	0
g. Use instructional practices that encourage students to challenge each other's thinking in the classroom	4	3	2	1	0
h. Use classroom management techniques that promote students' staying on task (e.g., routines, transition and response strategies)	4	3	2	1	0
i. Use student generated ideas to further student understanding during a lesson	4	3	2	1	0
j. Connect students with socio-emotional problems with appropriate supports	4	3	2	1	0

k. Instill in students a growth mindset (perseverance, learn from mistakes, high expectations valued) so all students believe in their ability to learn	4	3	2	1	0
l. Detect and prevent potential behavioral problems from happening in the classroom	4	3	2	1	0
m. Differentiate instruction so all students are challenged at all times during a lesson	4	3	2	1	0
n. Plan effective techniques (e.g., use of visuals, model discussion, group work) for making content accessible to English Language Learners such that English Language Learners of mixed proficiency can participate	4	3	2	1	0
o. Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible	4	3	2	1	0
p. Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of his/her instruction	4	3	2	1	0
q. Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts	4	3	2	1	0
r. Create a cooperative but cognitively demanding learning environment where students support each other to strengthen their work	4	3	2	1	0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

3. Standard III: Family and Community Engagement

Teacher promotes the learning and growth of all student through effective partnerships with families, caregivers, community members, and organizations. Please be sure to respond with reference to how well you feel the Springfield College educator preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Make strategies available to parents so they can help support and reinforce student learning at home and in school	4	3	2	1	0
b. Listen to a parent's concerns regarding the progress of their child and use the information to adapt his/her instruction towards the child	4	3	2	1	0
c. Connect families to resources outside of school to support student learning in school	4	3	2	1	0
d. Communicate effectively with families from diverse backgrounds and cultures	4	3	2	1	0
e. Effectively implement two-way communication strategies (e.g., back-to-school nights, office hours) to include parent perspectives in the classroom	4	3	2	1	0
f. Demonstrate cultural responsiveness when communicating with English Language Learner students' families	4	3	2	1	0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

4. Standard IV: Professional Culture

Teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. Please be sure to respond with reference to how well you feel the Springfield College educator preparation program prepared the candidate in each skill or practice.

Due to experiences in his/her teacher preparation program, the candidate is able to:

a. Reflect on his/her practice to develop challenging professional practice goals	4	3	2	1	0
b. Use evaluation data (e.g., your feedback) to diagnose his/her strengths and weaknesses and make adjustment to his/her practice (e.g., instructional goals, learning objectives)	4	3	2	1	0
c. Reflect on his/her practice in order to identify areas for professional growth (e.g., professional development opportunities)	4	3	2	1	0

d. When established, apply school expectations for student behavior	4	3	2	1	0
e. Effectively act upon colleagues' ideas and/or suggestions to improve her students' learning	4	3	2	1	0

Overall, how well was the candidate prepared to meet performance expectations outlined in this standard?

Exemplary Proficient Needs improvement Unsatisfactory

OVERALL BENEFIT OF TEACHER PREPARATION PROGRAM

Indicate your level of agreement with the following statements:

1. The information, materials, and forms received from Springfield College were useful	4	3	2	1	0
2. The candidate's experience in this program prepared him/her to be an effective educator	4	3	2	1	0
3. I would recommend this program to others	4	3	2	1	0

Please provide any additional information you would like about your experience with this candidate's teacher preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of this teacher preparation program.

SPRINGFIELD COLLEGE
CANDIDATE ASSESSMENT OF PERFORMANCE (CAP) SURVEY

Please indicate who you are in the "Triad:"

- Candidate (practicum student)
 Supervising Practitioner (cooperating teacher)
 Program Supervisor (college supervisor)

Licensure Program/Subject _____ UG/GR _____ Dates _____

Please respond to the following statements regarding the process followed for the Candidate Assessment of Performance (CAP) used for the practicum experience. Please include comments especially if you disagree. Thanks!

	4	3	2	1	0
	Agree	Somewhat Agree	Neither agree/disagree	Somewhat Disagree	Disagree
1. Overall, steps to be completed for the Candidate Assessment of Performance (CAP) were clear <i>Comments:</i>	4	3	2	1	0
2. The requirements for completing the CAP self-assessment, preliminary goal setting form, and the finalized Professional Goal/Implementation Plan forms online were clear	4	3	2	1	0
3. These assignment helped me to be a more effective teacher <i>Comments:</i>	4	3	2	1	0
4. The requirements for completing the student feedback survey, data summary and analysis were clear	4	3	2	1	0
5. This assignment helped me to be a more effective teacher <i>Comments:</i>	4	3	2	1	0
6. The requirements of administering the measure of student learning (pre- & post-assessment), reporting and summarizing data collected, and analysis of impact on student learning (growth) were clear	4	3	2	1	0
7. These assignments helped be to be a more effective teacher <i>Comments:</i>	4	3	2	1	0
8. Requirements for the formative assessment (midterm) were clearly articulated	4	3	2	1	0
9. This assignment helped me to be a more effective teacher <i>Comments:</i>	4	3	2	1	0
10. The SC observation forms were beneficial for capturing teacher and student behavior (evidence)	4	3	2	1	0
11. The observations that were done were of high quality	4	3	2	1	0
12. These observations helped me to be a more effective teacher <i>Comments:</i>	4	3	2	1	0
13. Requirements for the summative assessment (final) were clearly articulated	4	3	2	1	0
14. This assignment helped me to be a more effective teacher <i>Comments:</i>	4	3	2	1	0

15. Responsibilities of each member of the “Triad” were clearly defined <i>Comments:</i>	4	3	2	1	0
16. It was easy to identify evidence for each essential element <i>Comments:</i>	4	3	2	1	0
17. It was beneficial to have a professional goal and action plan <i>Comments:</i>	4	3	2	1	0
18. The CAP rubric that included ratings for quality, scope and consistency were clear <i>Comments:</i>	4	3	2	1	0
19. Generally, completion of the steps in the CAP process went smoothly <i>Comments:</i>	4	3	2	1	0
20. The CAP online platform was easy to use <i>Comments:</i>	4	3	2	1	0
21. It was beneficial to have documents uploaded to the CAP online platform <i>Comments:</i>	4	3	2	1	0
22. The amount of written work for the CAP was appropriate <i>Please explain your answer:</i>	4	3	2	1	0

Please provide any comments/recommendations/suggestions below:

SPRINGFIELD COLLEGE
PROGRAM SUPERVISOR EVALUATION OF THE SUPERVISING PRACTITIONER

Name _____ Student Candidate _____ Dates _____
 Supervising Practitioner _____ School _____ Licensure Program/Subject _____

4 **3** **2** **1** **0**
Agree **Somewhat Agree** **Neither agree/disagree** **Somewhat Disagree** **Disagree**

1. To what extent do you agree or disagree with the following statements about your supervision of the candidate?

- | | | | | | |
|---|---|---|---|---|---|
| a. I was knowledgeable about how to be a supervisor | 4 | 3 | 2 | 1 | 0 |
| b. I provided feedback that improved the practice of the candidate | 4 | 3 | 2 | 1 | 0 |
| c. I felt I was able to effectively support (e.g., materials, resources, inspiration) the candidate | 4 | 3 | 2 | 1 | 0 |

2. Indicate your level of agreement with the following statements:

- | | | | | | |
|--|---|---|---|---|---|
| a. The information, materials, and forms received from Springfield College were useful | 4 | 3 | 2 | 1 | 0 |
| b. The candidate's experience in this program prepared him/her to be an effective educator | 4 | 3 | 2 | 1 | 0 |
| c. I would recommend this program to others | 4 | 3 | 2 | 1 | 0 |

The following items deal with characteristics of supervising practitioners and placement sites. Please complete each item by selecting the response you feel is appropriate and making comments/suggestions.

- | | | | | | |
|--|---|---|---|---|---|
| 1. The supervising practitioner developed an effective mentoring relationship with the candidate | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 2. Expectations were communicated clearly to the candidate | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 3. Feedback was provided to the candidate on a timely basis | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 4. The supervising practitioner encouraged the candidate to assume teaching responsibilities in a timely fashion | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 5. Overall, the supervising practitioner was excellent | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 6. Overall, the practicum site was excellent | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |
| 7. I would recommend this site for future use | 4 | 3 | 2 | 1 | 0 |
| <i>Comments:</i> | | | | | |

Describe the type of student who would be most successful with this supervising practitioner at this site:

THANK YOU LIST

Your Name _____ Date _____

School _____

Address _____

You are expected to thank those persons who have made your fieldwork experience beneficial to you. The College wishes to know who has been helpful to you and in what way has each person been helpful. Personal verbal ‘thanks’ are always appreciated but your written note is even more meaningful.

Full Name (Please Print)	Title/Position	Contribution and/or relationship to candidate
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to candidate
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to candidate
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to candidate
School	Town/City	

SECTION IV

MISCELLANEOUS RESOURCES

CAP Student Feedback**REQUIRED**

GRADES 3-5 & 6-12: STUDENT FEEDBACK SURVEYS			
Survey Form		Survey Specs	Considerations
Standard Form	Grades 3-5 <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 40-45 questions • Requires approximately 20-30 minutes 	<ul style="list-style-type: none"> • Recommended • Provides the most substantial information • Greatest coverage of Professional Standards for Teachers and essential elements • May be most appropriate for extended and in-depth placements
	Grades 6-12 <ul style="list-style-type: none"> • Paper • Google Templates 		
Short Form	Grades 3-5 <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 20 questions • Requires approximately 15-20 minutes 	<ul style="list-style-type: none"> • May be most appropriate for special populations or particularly accelerated placements
	Grades 6-12 <ul style="list-style-type: none"> • Paper • Google Templates 		
Mini Form	Grades 3-5 <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 10 questions • Requires approximately 5-10 minutes 	<ul style="list-style-type: none"> • Designed specifically for use in CAP as items focus exclusively on the Seven Essential Elements • Provides limited information • The mini forms have not been validated for use in the Educator Evaluation Framework • May be appropriate for split practicums or placements that work with an inconsistent student population
	Grades 6-12 <ul style="list-style-type: none"> • Paper • Google Templates 		

GRADES K-2: DISCUSSION PROTOCOL

Recognizing the unique nature of working with students in early grades, ESE has developed [Model Discussion Prompts](#) for use in grades K – 2. Teacher Candidates should discuss with their Supervising Practitioner the most appropriate method of administering these prompts and collecting feedback from the discussion. Discussions make take place in small group settings where students are comfortable and engaged. Due to the developmental stages of students in lower grades, feedback should be collected by the actual candidate rather than an alternative person or “proctor.”

Springfield College requires you to use the Mini Form of Student Feedback Survey posted in Brightspace for the appropriate grade level.

Administering the Surveys: CAP-Specific Tips

Each of the CAP Student Feedback Surveys is accompanied by a detailed Administration Protocol that guides educators in preparing for, delivering, and analyzing the survey. Below are some specific modifications providers and Teacher Candidates may consider in implementing the surveys in their practicum placement. Teacher Candidates should discuss with both their Supervising Practitioner and Program Supervisor which survey is most appropriate for their students and how to best administer the surveys to students.

- **Embed the Teacher Candidate’s name directly into the survey.** All of the forms are provided in editable format. It is recommended that Teacher Candidate replace all references to “my teacher” in the survey to with their name (e.g. “Ms. Smith,” or whatever name the students use for the candidate). This way it is clear to students that the survey is asking them about the work with the Teacher Candidate and results are not conflated by the influence of the Supervising Practitioner as the official teacher.
- **Use the Google Templates for easier administration and post-survey analysis.** ESE has created these templates so that candidates can quickly create their own forms of the surveys electronically. Directions for how to download and use these templates can be found [here](#). By using these templates, candidates can more efficiently collect the data and will not have to hand count and analyze the data once complete. Particularly for candidates working with a large number of students, this is a compelling option. Once the surveys are complete, the candidate can also easily share the data directly with the program supervisor and supervising practitioner.
- **Use visual rating scales in early grades or for specialized populations.** In an attempt to collect data from students who may be non- or emergent readers, candidates may consider creating a visual rating scale (e.g. smiley faces or other emoticons) for their students. The survey questions or discussion prompts could be read verbally to students who then select their choice using the visual cues. If pursuing this options, candidates should maintain the same 4-point rating scale used in the surveys to maintain the fidelity of the survey.
- **If possible, have the supervising practitioner administer the survey.** In the [CAP Student Feedback Survey Administration Protocol](#), it is suggested that, to the extent that is feasible, someone other than the Teacher Candidate proctor the survey with students. This helps to ensure that students can ask any necessary questions they may have and will not be influenced by the presence of the individual about whom they are being asked to provide feedback. *This is not best practice for K-2 students, where it is recommended that the candidate engage the students directly in conversation using the K-2 Discussion Prompts. The Supervising Practitioner or another individual may attend and take notes.
- **Administer the survey in the latter half of the practicum experience.** This will allow students to have the maximum experience with the Teacher Candidate before being asked to provide feedback, thus providing more informed perceptions. The survey should be administered prior to the summative assessment and with enough time for the candidate to reflect on his/her data.

Survey Results: What to do with them?

As stated above, the surveys serve to inform the candidates’ own practice as well as the assessors’ summative judgments on CAP. According to the CAP Guidelines, results from the surveys should be used as a source of evidence for at least the following essential elements: 2.B.1 Safe Learning Environment and 2.D.2 High Expectations.

Students are uniquely positioned to offer perspective relative to these elements specifically. All of the surveys also address other elements and therefore may serve as a source of evidence for other CAP elements. Providers may also consider requiring a reflection from candidates following the administration of a survey, which could then be used as a source of evidence for essential element 4.A.1 Reflective Practice.

Like all other sources of evidence collected through CAP (observations, candidate artifacts, and measures of student learning), student feedback is just one measure of a candidate's readiness. Providers should continue to calibrate assessors' professional judgments in considering these different facets of a candidate's practice.

Online Administration Information

DESE recommends reviewing the [CAP Student Feedback Survey Advisory](#) before administering the CAP Student Feedback surveys.

Some educators may be interested in administering the CAP Student Feedback Survey online. The feedback that these surveys yield is aligned to the [Massachusetts Professional Standards for Teachers](#). The following steps will allow you to administer the CAP Student Feedback Surveys online without having to create your own forms.

1. Log-in to your Google account. (You will need a Google account for this process)
2. Visit www.drive.google.com/templates
3. In the "Search" box, enter "DESE CAP"
4. Identify the appropriate version of the CAP Student Feedback Survey (see the Student Feedback Survey Advisory for guidance on applicable surveys) and click on "Use this template" in the top-left corner of the screen
5. If desired, change all "my teacher" to your name (e.g., "Ms. Smith") throughout the form before sending to your students
6. Click on "Send Form" on the top right part of the screen
7. Email the "Link to Share" to your students

Notes/Considerations

- Once you have completed this process, the form is saved in your own Google Drive as a "Copy of..." You can easily verify this by opening your Google Drive account and finding it in the list. Feel free to remove "copy of." The surveys in Google Templates are the Massachusetts DESE CAP Student Feedback Surveys. If items are revised, the title should be changed.
- You will want to think through the logistics of multiple classes or groups of respondents. For example, do you want to create separate forms for each class or group? If so, consider editing the title of your survey to indicate the specific respondent group (e.g. "CAP Student Feedback Survey: Grades 3-5 Short Form (3rd grade)."
- **Surveys responses will be sent directly (and only) to you.**
- Your survey data is easily accessible in the aggregate by clicking on "Responses/View Summary" or as a spreadsheet by clicking on "View Responses."
- For more information on student feedback surveys for CAP, please refer to the Student Feedback Survey Advisory

SPRINGFIELD COLLEGE
Sample Permission to Videotape Form

Dear Parent/Guardian:

As part of the requirements of my Springfield College practicum experience, I am required to videotape at least one lesson taught. The primary focus of the videotape is on my instruction and not on the students in the class. During the course of videotaping, your student may appear on the videotape.

I am requesting your permission to allow your student to participate as part of the videotaping of my instruction. All videotapes will be kept confidential and used solely to help me improve my instruction.

Sincerely,

(Teacher Candidate)

Permission Slip (Return to teacher)

Student name _____

I am the parent/legal guardian of the student named above. I have received and read your letter regarding the videotaping requirement.

- I give permission to videotape my child/student
- I do not give permission to videotape my child/student

Signature of parent or guardian _____

Date _____

Communicating With Your Supervising Practitioner (SP) Tips for Teacher Candidates (TCs)

1. Take the initiative to ask questions
 - Generate a list of questions.
 - Ask your questions politely. Would it be helpful if? vs. What can I do?
 - Think through a situation before asking the question, and share your reasoning.
“. . . I thought it would be a good idea to . . .” “What are your suggestions?”
2. Show that you are prepared
 - Have your cooperating teacher review plans in advance
 - Allow time for thoughtful modifications of your plans in response to your cooperating teacher’s suggestions.
 - Ask how far in advance your cooperating teacher wants the plans and how formal these plans should be.
3. Ask about discipline procedures at your school
 - Sending kids to the office in one school may be seen as a “teacher on top of things” and in other schools as one who can’t handle it on his/her own.
 - Giving a stiff penalty for a minor offense might not be appropriate. If you throw someone out for giggling during class, what will you do if someone throws a chair through the window?
 - Read school’s Code of Conduct, specific protocols, emergency protocols.
4. What is your role in assessment/measuring student learning?
 - Make sure that the teacher and the students understand how you will assess.
 - Keep on top of the documentation you will be using for your assessment.
5. How is authority shared in the classroom?
 - Respectfully negotiate how you might share authority. Be careful of my class vs. your class (territory).
 - Agree on how the cooperating teacher will react if you teach erroneous information or when you can’t answer a question.
6. Discuss how you will receive feedback
 - Set time aside for formal feedback.
 - Show cooperating teacher your written reflection of your own teaching and ask for his or her feedback. Sometimes supervisors feel it is their job to find out what you are doing wrong and don’t give as much positive feedback as you’d like.
7. Communicating when late or sick (establish a procedure with your SP)
 - Provide your cooperating teacher a way to contact you if he/she is late/sick or there are snow days, etc.
8. Voice Mail/Answering Machines, Facebook, Twitter, etc.
 - Make sure your outgoing message is professional and your presentation of yourself is professional.

9. Confidentiality

- Keep all information about students, teachers, schools, and districts confidential.

10. Engage with your School Community

- Get out of classroom/gym – be familiar with the rest of the building.
- Get involved – after school activities/sports.
- What extra responsibilities do you see the teachers doing with their students, other teachers, community members, families?
- What before/after school activities are PK-12 students doing? Who's working with them? Can you help guide some of these activities?
- How can you become involved? Observe other teachers. Professional collaboration.

** Personal Advice about the time you are doing your practicum experience:

- A. Leave your “teacher voice” in the classroom!
- B. Don't spend too much time talking about teaching to your friends
- C. Don't bite off more than you can chew

Written by Dr. Cyr 8/95 with additions made by Dr. Davis-Delano 7/07, 7/14

Supervising Practitioner (Cooperating Teacher) Checklist Things to Cover with Teacher Candidate

- **First Day/Week** – Provide welcoming environment for teacher candidate (think of how you would like to be treated the 1st day on the “job”)
 - Introduce teacher candidate to principal, other key administrators, support personnel (e.g., guidance counselor, nurse, etc.), other teachers as appropriate.
 - Give tour of the school.
 - Provide a space the candidate can call his/her own (even if it is a small desk/table and chair in the corner somewhere).
 - Provide daily/weekly schedule and school calendar.
 - Provide curriculum, content/topics to be taught for upcoming units.
 - Provide other materials and resources.
 - Student Handbook & Faculty Handbook
 - Review any critical policies during first week (e.g., progressive discipline procedures related to classroom management).
 - Discuss photo and video policies, permission needed.
 - Special Procedures – Snow days/delays, medical (e.g., injuries, illnesses), emergencies (e.g., fire, weather related, lockdowns, etc.).
 - Review special needs of any students (IEP related, allergies, etc.).
 - Provide the link to the web site where district-wide, subject and grade level outcomes/benchmarks are posted. Teacher candidates should cross reference these with statewide curriculum frameworks, learning standards and national standards as appropriate.
 - Inform the candidate of the resources you have available that might be helpful for planning lessons, etc.

- **Communication is key**
 - Set aside some time each day (if possible) when you can review plans, answer questions, and/or debrief.
 - Make it clear how/when you want the teacher candidate (TC) to contact you if he/she has to be absent/late vs. to ask a question about planning. Let your preferences be known (e.g., don't call home/cell with a planning question).
 - Provide him/her with your cell/home phone numbers, email address, and best times to reach you. Ask her/him to pass all of this information on to the Program Supervisor.
 - Get the teacher candidate's cell phone number and email address

- **Explain your role as supervising practitioner (SP)**
 - Provide support throughout practicum. Serve as a mentor/coach.
 - Provide feedback related to seven essential elements that must be demonstrated: Subject Matter Knowledge, Well Structured Units and Lessons, Adjustments to Practice, Meeting Diverse Needs, Safe Learning Environment, High Expectations, Reflective Practice.
 - Serve as a resource for planning, problem solving, etc.
 - Assist with time management, assessment of student learning, etc.

- Follow the SP checklist, timeline and the observation protocol to work together with the Program Supervisor to determine the ratings on the CAP rubric.
- **Make personal expectations clear**
 - Take time to let your teacher candidate know what is important to you. Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance) and your style (e.g., tend to be laid back, detailed oriented or very critical, etc.)
- **Explain your approach to observing teaching and providing targeted, specific feedback**
 - For example, you might observe teaching and jot down notes, go over at a specified time, fill out formal Springfield College observation form once a week.
- **Lesson Plans, Unit Plans - Review your expectations**
 - All lesson and unit plans must be prepared in advance of teaching and **MUST** be shown to the supervising practitioner in advance by a prearranged deadline.
 - Let the candidate know when you would like to see all plans (e.g., a day in advance, first thing in the morning, a week in advance.)
 - **REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
 - TC should be reminded to use resources when planning (TC should not be planning everything off the top of their head).
 - Remind them to vary their teaching methods/styles and forms of assessments. TC must have rubrics when assessing by observing.
 - Help teacher candidates match lesson objectives to district grade level/content standards/outcomes.
- **Assist teacher candidate in becoming a reflective teacher**
 - Remind candidate to jot down notes/reflect after each lesson taught.
 - Help candidate to be able to recognize strengths and weaknesses.
- **Class Control and Management**
 - Model good management techniques (e.g. consistent, progressive discipline).
 - Remind ST of basic management tips, establishing rules & routines. Always maintain a safe environment and one that fosters student learning. Behavior that detracts from the learning environment must not be allowed.
- **SP Checklist and Calendar with deadlines**
 - At first 3-way meeting, coordinate with program supervisor and teacher candidate various deadlines. For example there is no specific unit plan deadline on the calendar. Determine when unit plan is due. The unit must be submitted to the supervising practitioner prior to teaching the first lesson. More will be added to the unit plan after teaching all of the lessons and after completing the assessments.
 - Discuss deadlines throughout the experience. Make adjustments as necessary in conversation with Program Supervisor and teacher candidate.

- **Attendance and professionalism are important**
 - TC must notify all (School, Supervising Practitioner, Program Supervisor, Ed Prep Office) anytime s/he misses a day. Remind him/her that it is not enough to leave phone messages. Candidate shouldn't stop calling until s/he speaks with someone directly.
 - Little things are important. It is vital that the candidate demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
 - Encourage candidate to take initiative and be involved outside school day.

- **If possible, near the end of the practicum, arrange a mock interview for the teacher candidate with one of the administrators.**

Program Supervisor (College Supervisor) Checklist Things to Cover with Teacher Candidate

- Introductions
- Communication is key
 - Make the teacher candidate (TC) feel at ease to contact you at home, in your office or via email.
 - Provide them with your email address, phone number(s), and best times to call early in the morning and late afternoon/evening.
 - Get their cell phone number and email address.
 - Remind student to check Brightspace 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.
- Explain your role as program supervisor (PS).
 - Provide support throughout practicum
 - Provide feedback - to journals, through observations
 - Serve as a resource for planning, problem solving, etc.
 - Review/grade written assignments
 - Complete CAP (final evaluation) in collaboration with Supervising Practitioner (SP)
- Explain your approach to scheduling visits
 - Tell them your approach regarding scheduling visits. Do you plan out the entire semester in advance? Make sure they understand that there will be announced and unannounced visits. [Coordinate with the SP for unannounced visits(s)]
- Make personal expectations clear. Take time to let your students know your style and what is important to you.
- Daily Journals
 - Review what you expect for the journal
 - Length, quality (e.g., proper grammar, spelling),
 - Content/focus (e.g., you may want to suggest they use the reflection questions found in the handbook or focus on one or more standards),
 - Daily deadline (e.g., no later than 9:00 p.m.)
 - Let ST know what they can expect to get back from you and when (e.g., daily reply, every other day, just a few lines, etc.)
- Lesson Plans, Unit Plans
 - Review your expectations -
 - All units and lessons must be prepared in advance of teaching and **MUST** be shown to the cooperating teacher in advance
 - REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
 - Let the ST know what you would like to see. You may want to review the first 5 lessons. They can send them as attachments via email so you can review and make sure they are on track.
 - Remind the students that when you come to observe you should always be presented with a lesson plan and access to all lesson plans with reflections/notes.

- They should be reminded to use resources when planning (they should not be planning everything off the top of their head).
 - Remind them to vary their teaching methods/styles and forms of assessments. Must have rubrics when assessing by observing.
- Review week by week calendar. (Note: All assignments are repeated for each experience).
 - Reinforce requirements in the handbook (will be posted on Brightspace and PrideNet) and point out deadlines on the calendar (e.g., video self-observation due date).
 - No specific unit plan deadline is on the calendar. The unit must be submitted to both you and the supervising practitioner prior to teaching the first lesson. More will be added to the unit plan after teaching all of the lessons and after completing the assessments. The final copy of the unit plan is due immediately after teaching the last day of the unit.
- Review the difference between the evidence that will be used on the Candidate Assessment of Performance (CAP) by the supervisors and their e-portfolio (designed to showcase unique strengths/experiences).
 - Provide tips about the evidence that will be used by the supervisors on the CAP.
 - All Lesson Plans with notes, Unit plan
 - Meaningful journals that demonstrate reflective practice
 - Self-Reflections completed after each observation of teaching
 - Midterm Self-Evaluation Form, Professional Practice Goal Statement
 - Student Feedback Survey (must use DESE surveys); Measure of Student Learning
 - Tell them it is not too soon to collect items for their professional e-portfolio. They must get permission to include photos of their students.
- Attendance and professionalism are important
 - Must notify all (School, supervising practitioner, program supervisor, Ed Prep Office) anytime they miss a day. Remind them that it is not enough to leave phone messages. They shouldn't stop calling until they speak with someone directly.
 - Little things are important. It is vital that they demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
 - Talk to them about taking initiative (do bulletin boards, clean equipment rooms, make some equip., etc.)
 - Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance) and your style (e.g., tend to be laid back, detailed oriented or very critical, etc.)
- Review written assignments page in the handbook (teaching schedule, rubric summary, self-assessment with preliminary goal, finalized goal/plan, unit plan, video self-observation, etc.)
 - Remind them that you need their teaching schedule right away.
 - Review any other expectations you have regarding assignments.
- Go over grading
 - Supervising Practitioner provides input into actual teaching (60% only)
 - Program supervisor grades all written work (40%) & determines final grade.
- Ask if they have any questions.

Program (College) Supervisors - Additional Reminders

Responding to Journals

- Promote quality daily journals.
- Make specific suggestions on how they can improve their journals.
- Consult the reflection questions provided in the practicum handbook.
- Encourage entries that can be used to demonstrate the essential element.
- Be responsive. Let the candidates know when/how you will respond.

Tips for Meaningful, Quality Visits – Follow the Observation protocol

- Set up observations in advance (except if doing an unannounced observation). Don't waste a trip to the school.
- Plan to observe for 2 hours. (If possible observe a minimum of 2 classes or 2 lessons.)
- Arrange, if possible, a three-way discussion with the teacher candidate (TC) and the supervising practitioner (SP) before or after each observation, even if it is brief. (Avoid having many separate conversations with TC and SP.)
- Prior to visit, check with candidate to see if there is anything s/he wants you to focus on during the observation.
- Prior to visit, email supervising practitioner to see if there is anything in particular you should be looking for when you do your observation.
- If possible, be in email or phone contact with SP (cooperating teacher) throughout experience.

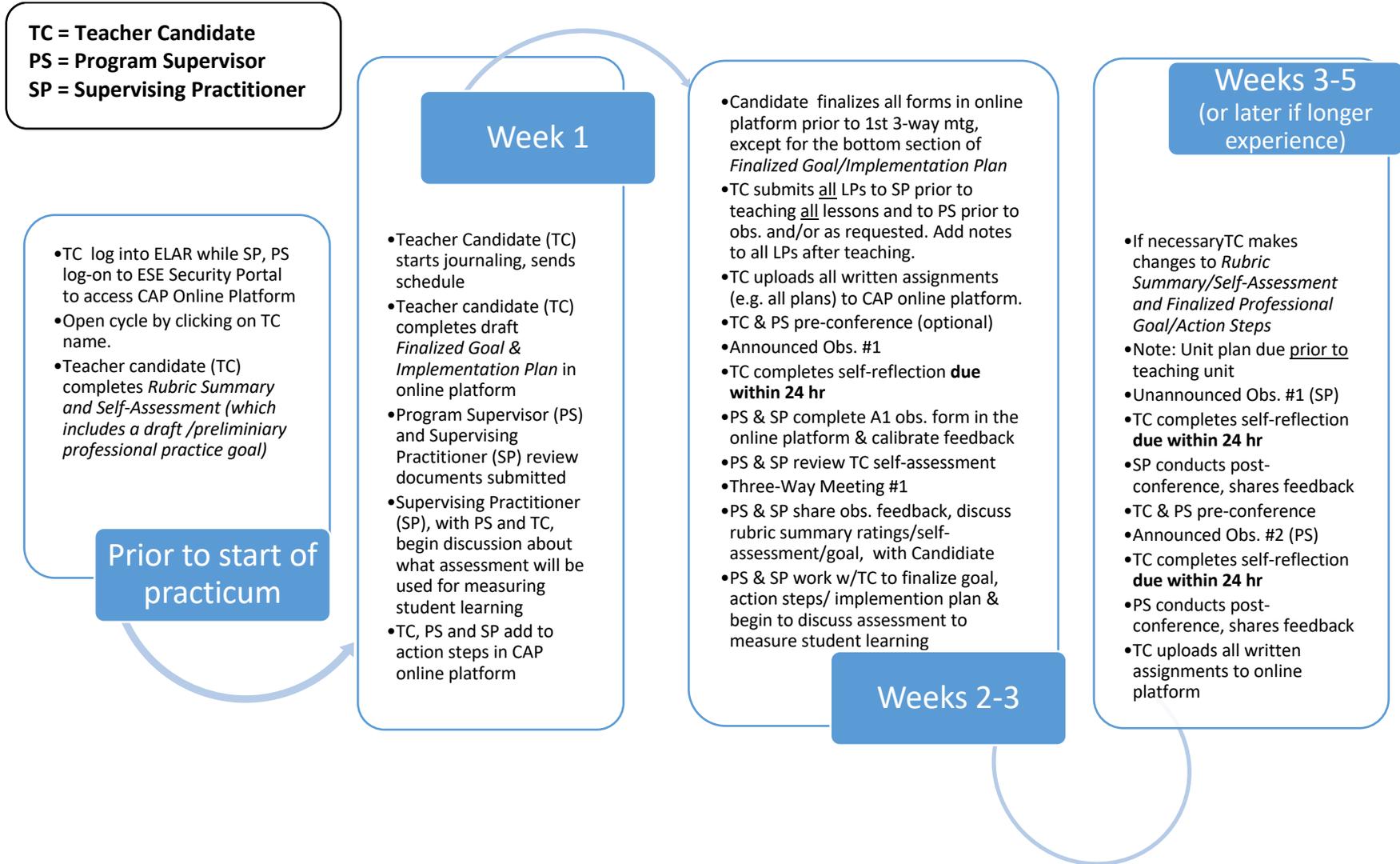
Communication is Essential

- Continuously make expectations clear.
- Respond thoughtfully to journals.
- Review and comment on lessons, reflections, etc.
- Provide high quality, targeted feedback to help TC improve instruction.
- Make sure assignments are turned in on time (e.g., rubric summary, self-assessment, finalized goal/plan, self-reflection forms, midterm self-evaluation, Measure of Student Learning report, Student Feedback Survey report, unit plan(s), video, professional practice goal statement, e-portfolio).
- Assess all written assignments, provide feedback/grade to TC, (use of rubrics optional).

Contact the Educator Prep Office with questions, issues, suggestions

- Contact the Director of Educator Preparation anytime you have a concern.
 - Scheduling problems at school
 - Supervising practitioner issues
 - Teacher candidates who are not comfortable with their site, supervising practitioner, schedule, etc.
- Please be sure to complete the evaluation forms provided by the Educator Prep Office. Your feedback is really valued. We are always looking for ways to improve our systems, forms, etc.

Springfield College Week-by-Week Practicum Calendar



TC = Teacher Candidate
PS = Program Supervisor
SP = Supervising Practitioner

- TC review evidence (obs. notes, completed CAP forms) then complete *Midterm Self-Evaluation* form
- PS & SP complete draft *Formative Assessment form* in online platform
- Three-Way Meeting #2
- Revisit *Professional Goal & Implementation Plan* to determine if anything should change
- Finalize Measure of Student Learning with parameters for high - low growth
- TC, PS & SP share/review evidence
- PS & SP calibrate and finalize formative CAP ratings and evidence to be cited. Both SP/PS complete formative assessment via online platform - Mark COMPLETE
- Once finalized & marked complete, TC will have access
- Is an Intervention Warning needed? Any additional observations needed?*

Weeks 5-8
 (prior to & including midterm, later if longer experience)

- Weeks 7-10**
 (or later if longer experience)
- Unannounced Obs. #2 (PS & SP)
 - PS & SP complete obs. form online
 - TC completes self-reflection **due within 24 hr**
 - PS & SP conduct post-conference, sharing feedback from obs. with TC
 - TC submits measure of student learning to PS & SP, **due 1 week prior to final 3-way meeting**
 - TC collects student feedback, with the help of SP, and shares results with PS & SP, **due 1 week prior to final 3-way meeting**
 - TC uploads Professional Practice Goal Statement.

- TC, SP & PS share & upload all evidence (e.g., obs., STs feedback, LPs with notes, unit plan, journals. measure of student learning.) **Due 1 week prior to Summative Assessment (final 3-way meeting)**
- PS & SP calibrate and finalize summative ratings and comments, then complete summative assessment via online platform.
- Be sure to cite all required evidence on summative.
- Both SP and PS mark COMPLETE and READY TO TEACH.
- Final 3-way meeting
- PS & SP discuss CAP summative ratings & evidence with TC - **all sign signature page of final CAP and review grade report**
- PS & SP assist TC in developing a Professional Practice Goal for the future.

Weeks 10-15
 (prior to final, later if longer experience)

ALL documents are completed in or uploaded to the CAP online platform

[Please submit this check-off with other required paper documents]

Teacher Candidate Name: _____

Documents

CAP (paper copies to Ed Prep Office)	CAP (info form) Front Page (Online AND Paper) p. 1	CAP Signature Page (Paper) p. 2	Grade Report w/Optional Worksheet (Paper)	Review/Approve Rubric Summary/ Self-Assessment with preliminary goal (CAP online platform)	Finalized Goal/Implementation Plan			CAP Formative (CAP online platform)	CAP Summative (cite all required evidence) (CAP online platform)
					Professional Goal TC (CAP online platform)	Action Steps TC, PS or SP (CAP online platform)	Measure of Student Learning & Parameters TC, PS or SP (CAP online platform)		

Observations	Announced 1 PS & SP (CAP online platform)	A1 Candidate Self-Reflection (Upload to platform)	Unannounced 1 SP only (CAP online platform)	U1 Candidate Self-Reflection (Upload to platform)	Announced 2 PS only (CAP online platform)	A2 Candidate Self-Reflection (Upload to platform)	Unannounced 2 PS & SP (CAP online platform)	U2 Candidate Self-Reflection (Upload to platform)	All Obs Notes (Upload to platform)

Candidate Work (Also see above A1,A2,U1,U2 TC Self-Reflections)	Rubric Summary (CAP online platform)	Self-Assessment with preliminary goal (CAP online platform)	Finalized Prof Goal/Plan with Measure of ST Lrng (CAP online platform)	Student Feedback Survey: Data/ Summary/Analysis (Upload to platform)	Measure of Student Learning: Data/ Summary/Analysis (Upload to platform)	Time Record (Upload to platform)
	Video Obs Form OR IEP Mtg (Upload to platform)	Midterm Self-Evaluation (Upload to platform)	Lesson Plans With Notes (Upload to platform)	Unit Plan OR Intervention Plan (Upload to platform)	Journals (As needed) (Upload to platform)	Prof Practice Goal Achieved (Upload to platform)

**PS – Program
(College) Supervisor**

**SP – Supervising
Practitioner**

**TC – Teacher
Candidate**

Electronic Surveys (go to link when you receive email)

	CAP Survey	Eval of Practicum	Eval of SP	Eval of PS	MTEL Survey
Program Supervisor-PS	X		X		
Supervising Practitioner-SP	X	X			
Teacher Candidate-TC	X	X		X	X - WTP get WTP survey

Extra paper copies (observation notes, etc.) should be brought to the Educator Preparation Office

Program supervisors, remember to turn in your Expense Reimbursement Form