Secondary Education

STUDENT TEACHING HANDBOOK

2017-18

WESTERN NEW ENGLAND UNIVERSITY | WNE

1215 Wilbraham Road, Springfield, MA 01119

Assistant Professor of Education, Secondary Education Program: Dr. Raymond Ostendorf 413-796-2040

INTRODUCTION 1
Massachusetts Initial License and Interstate Transfer 1
Appropriate Majors 1
Basic Requirements of the Western New England Secondary Education Program 1
Suggested Sequence of Required Courses and Appropriate Field Experience 2
Pre-Practicum Field Experience 2
Full-Practicum Field Experience 3
Massachusetts Education Personnel Identifier (MEPID) Directions 4

CORE BELIEFS ABOUT TEACHER EDUCATION 5

ROLES AND RESPONSIBILITIES OF THE PROFESSIONAL COMMUNITY 6
Director of the Secondary Education Program 6
Building Principal 6
Classroom Supervising Practitioner 6
University Program Supervisor 7
Student Teacher 8

OVERVIEW OF THE FULL-PRACTICUM AND PRACTICUM SEMINAR 9
Expectations of Students 9
Suggested Time-line for the Full-Practicum 10
Evaluation Process 10
Removal from Student Teaching 12

TIPS ON TEACHING 14

FREQUENTLY-ASKED QUESTIONS 15

STUDENT-TEACHING PORTFOLIO 16

APPENDICES

Appendix A: Official Paperwork
Application 19
Advisement Verification Form 21
Massachusetts Initial License Professional Standards 22
Lesson Plan Template 25
Waiver Request 27

Appendix B: Student Teaching Documents
CAP Observation Form 29
CAP Formative Assessment Form 32
CAP Summative Assessment Form 40
SMART Goals Form 48
CAP Candidate Self-Assessment Form 52
CAP Pre-Conference Planning Form 55
CAP Candidate Self-Reflection Form 57
CAP Student Feedback Instrument 59

Introduction

The Western New England University Department of Education prepared this handbook as a guide and resource for secondary education students and their supervising practitioners. The handbook explains the requirements for achieving the Massachusetts Initial License for teaching in the secondary area (grades 8-12) through the University's state-accredited education program. Special attention is given to the pre-practica and full-practicum field experiences, which play a central role in the students' preparation for this license. During the fall semester of a student's senior year, the full-practicum, or student teaching practicum, is the culminating experience of the teacher preparation program and includes the cooperative efforts of the public school personnel, the student, and the University faculty. This relationship reflects the interdependence between the University and the public schools in preparing professional teachers who meet or exceed the Massachusetts Initial Teacher Professional Standards.

The Massachusetts Initial License and Interstate Transfer

When a student completes a major in Secondary Education, he or she will be eligible to receive the Massachusetts Initial License granted by the Massachusetts Department of Elementary and Secondary Education (DESE). Through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract, when a person obtains a MA Initial License, she or he is eligible to transfer the license to many other states across the country, including all of the states in the Northeast and Mid-Atlantic regions. However, it is important for a student to check with the Department of Education in another state to assess if there are any additional requirements that must be met in order to transfer the license.

Appropriate Majors

The Secondary Education Program offers training for the Initial License in the following content areas: Biology, Business, Chemistry, English, History, and Mathematics. These content areas are combined with Secondary Education to form blended majors, e.g., Secondary Education Mathematics.

The University's catalog spells out the specific course requirements for each of these majors, and they must be met in order to successfully complete the program. The student's faculty advisor in the major department and the Director of Secondary Education will assist the student in planning and scheduling courses to address the requirements.

Basic Requirements for the Western New England University Secondary Education Program

- Completed application, Department Assessment for Secondary Teacher Education Program, and Massachusetts Education Personnel Identifier (MEPID) forms must be submitted to Jacqueline LeHouiller in Emerson Hall, Ground Floor, G100C or Dr. Ray Ostendorf in Emerson Hall, E108 by April 15th of sophomore year. These forms and detailed instructions for obtaining a MEPID are included on page 4 of this handbook and are available from Jacqueline LeHouiller or Dr. Ostendorf.

- Grade point averages of at least 2.8 overall and 2.8 in one's major must be reached by end of sophomore year for acceptance into the program. Students must also achieve a minimum of "C" or better in all ED major coursework. These averages must be maintained through the rest of one's college work.

- The Massachusetts Communication and Literacy Skills Test must be taken and passed by Spring Semester of junior year. Students may start taking this test as early as the Fall Semester of sophomore year.

- The Massachusetts Content Teacher Test must be taken and passed by the Spring Semester of junior year. Students may start taking this test as early as the Fall Semester of junior year.

- Notification of acceptance to the secondary education program is made in Spring Semester of junior year when all MTEL tests are passed and application is complete. Students not passing MTEL by stated deadlines will not be eligible to join the program, and will be ineligible to become a licensed teacher through this program in four years.

Suggested Sequence of Required Education Courses and Appropriate Field Experience

Outlined below is the suggested sequence of required education courses for the Secondary Education Program, including the identification of required pre-practicum and full-practicum field placement hours. There can be circumstances that make it difficult for a student to follow the suggested sequence, and there is some flexibility in how this work may be completed. Such adjustments would be done with the advisement of the Director of Secondary Education.

The pre-practicum listed below is connected with specific courses where the field experience is integrated into the curriculum. Seventy-five hours of pre-practicum work must be completed before a student can embark on the full-practicum. The full-practicum is completed during the fall semester of senior year and is done in conjunction with the practicum seminar, a course that meets once a week during this period.

A. First Year—Spring Semester
   ED 120: Introduction to Education

B. Sophomore Year—Spring Semester
   ED 275: Teaching English Language Learners

C. Junior Year—Spring Semester
   ED 301: Principles and Problems of Education (25 hours of pre-practicum field experience)
   ED 365: Special Education: Principles and Practices (25 hours of pre-practicum field experience)

D. Senior Year—Fall Semester
   ED 380: Secondary Education Topics
   ED 403: Methods of Teaching in Secondary Schools (25 hours of pre-practicum field experience)
   ED 409: Practicum in Secondary Teaching (minimum 300 hours of student teaching)
   ED 410: Secondary Practicum Seminar

Pre-Practicum Field Experience

In the courses ED 301, ED 365, and ED 403, a student will do 25-hours of classroom observing, assisting, and tutoring in local schools. The Director of Secondary Education, in consultation with the student, will arrange for the field placements, and will assign the student to different classrooms, grade levels, and school systems to give a broad exposure to various educational settings. Based on the

experiences in the first two pre-practica, the student will have input about where she or he will be placed for the fall semester of senior year. The Director of Secondary Education will finalize the placement. During September of the senior year, the student will do a final pre-practicum while talking the month-long, intensive course, ED 403. The full-practicum will start around October 1st and will continue through the second or third week of December.

During the pre-practica, the student will be completing a series of activities. They will be recorded and documented by the student and provided to the Director of Secondary Education. The activities are related to a variety of topics teachers must address including (but not limited to): getting to know their students, managing the classroom, implementing purposeful grouping strategies, addressing the needs of special populations, overseeing transitions within the lessons, designing lesson plans, and assessing student learning. To obtain credit for each pre-practicum, the student must complete each of the activities within the 25-hour (minimum) time frame. At the end of each pre-practicum, the cooperating teacher at the local school signs off on the student's log-in sheet and completes a pre-practicum evaluation form to provide feedback regarding the student's participating in the pre-practicum. The Director of Secondary Education will review the completed activities and the documentation. Since the Commonwealth of Massachusetts requires this field experience as part of teacher training, it is critical that this work be completed in the appropriate manner. The activities, login sheet, and pre-practicum evaluation form will be kept as part of the student's permanent record and for review by the Massachusetts DESE.

Full-Practicum Field Experience (Student-Teaching Practicum)

Following DESE's regulations regarding teacher licensure, students must complete a minimum 300-hour practicum. Of the minimum 300 hours, at least 100 hours must be when the student assumes full responsibility in the role of the teacher. Most students exceed this number of teaching hours, but this is the minimum number needed to acceptably complete the practicum. Students also devote hours to assisting the supervising practitioner in various ways, including team-teaching, and observing in classrooms.

In order for the student to have an optimal level of practice in the student teaching experience, student teachers should have the opportunity to:

1. apply the skills and knowledge developed in the professional course sequence;
2. learn about students and how they learn;
3. use a variety of research-based teaching methods that foster growth;
4. manage the classroom environment;
5. accommodate learners with special needs and exceptional abilities;
6. assess pupil progress;
7. enrich students' experiences in the curriculum areas;
8. meet the district and state curriculum goals;
9. confer with students, school personnel, and parents; and
10. analyze and evaluate progress in teaching skills.

Student teaching is the most relevant experience in teacher education.

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

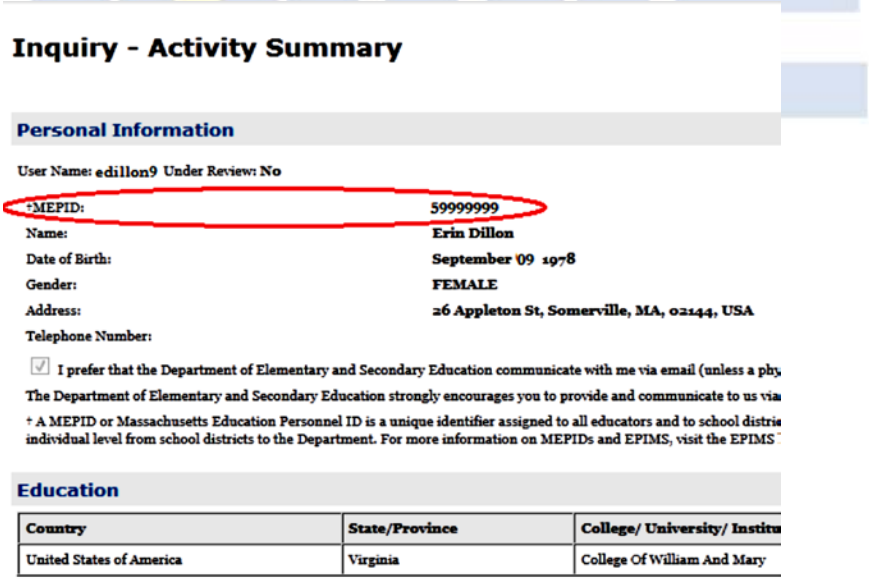
Massachusetts Education Personnel Identifier (MEPID)

Students enrolled in an elementary or secondary educator preparation program in Massachusetts must create a profile with the Massachusetts Department of Elementary and Secondary Education and be assigned a MEPID (an exclusive 8-digit number assigned to you). Your MEPID number is also required to register for the Massachusetts Tests for Educator Licensure (MTEL). By creating your profile with the state and upon successful completion of your educator preparation program you will be able to apply for licensure, check licensure status, renew your license, and look for jobs online.

We will use this MEPID number to provide the Massachusetts Department of Elementary and Secondary Education with information on students enrolled in, and completing the elementary or secondary educator preparation program at Western New England University.

Instructions for creating a profile in the ELAR system and obtaining a MEPID

- Go to www.doe.mass.edu/educators and click on the "**ELAR**" icon.
- On this new webpage locate the **"ELAR"** icon once more and click on it. Now select the link "**Create ELAR profile"** and follow the instructions. Save your password in place you will remember as you will need it in the future. We have no access to your ELAR account; we are only collecting your MEPID.
- The MEPID assigned to you can be found on your ELAR profile page by selecting 'Check license status and history' link from the ELAR Welcome Page. The screenshot (below) shows where to find the MEPID on that page.



Inquiry - Activity Summary

Personal Information

User Name: edillon9 Under Review: No

+MEPID:	59999999
Name:	Erin Dillon
Date of Birth:	September 09 1978
Gender:	FEMALE
Address:	26 Appleton St, Somerville, MA, 02144, USA
Telephone Number:	

I prefer that the Department of Elementary and Secondary Education communicate with me via email (unless a phy

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via

+ A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school distric individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS

Education

Country	State/Province	College/ University/ Institu
United States of America	Virginia	College Of William And Mary

IMPORTANT: Once you have created your profile and have your MEPID please complete the bottom portion of this page and turn it in to: Jacqueline LeHouiller, Department of Education, EG100C (Emerson Hall, Ground Floor) or email your MEPID# to jlehouil@wne.edu.

Student Name: _____ Major: _____ Class of: _____

MEPID: _____ Date ELAR Profile Created: _____

Core Beliefs About Teacher Education

The Secondary Education Program at Western New England University seeks to prepare beginning professional teachers who have the potential to become skillful teachers. It seeks to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. Western New England University seeks to develop teachers who are competent problem solvers; who reflect upon and learn from their experience; and who seek to become members of a learning community, working collaboratively with peers and learning from their students as well as teaching them.

The preparation of beginning teachers includes: strong academic training in the content area; deepening competence in the skills of communication; a growing understanding of learners and how they develop along multiple dimensions; development of skills of teaching that allow the teacher to draw upon multiple instructional approaches for particular learners and subject matter; and skills in assessment of one's own teaching and of learner outcomes. Teachers respect and celebrate diversity among learners; they see themselves, as well as their students, as members of a world community. Beginning teachers demonstrate their competence in the above areas by providing evidence that satisfies each of the four state professional standards (listed on the next page).

Cooperating teachers (also referred to supervising practitioner) function as decision-makers and facilitators of learning. They are reflective of their own practice and continue to learn about the world around them, about teaching and learning, and about their students and their community. Cooperating teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of educational philosophies, they can subsequently articulate their own philosophy and, from it, derive implication for their practice. Cooperating teachers continue to seek professional challenges and contribute to leadership in education, in their schools, districts, communities, and through professional organizations. They remain informed of contemporary research and writing by leaders in their field and are active partners in shaping and implementing models of good practice.

The Secondary Education Program at Western New England University seeks to reflect its core beliefs about teachers and teacher education through the recruitment and selection of students for its education program; and in the training of students in the knowledge, skills, and philosophy it believes are important for teachers.

Roles and Responsibilities of the Professional Community

For questions concerning the roles and responsibilities of individuals, this handbook should be the first reference. If it does not address the student's specific situation, contact the Director of the Secondary Education Program. The success of the Secondary Education Program lies with several key persons; each has a definite responsibility and role to play in making student teaching a challenging and rewarding experience for the student; each contributes an important aspect to the total teacher-preparation program.

Director of the Secondary Education Program

The Director of the Secondary Education Program serves as a liaison between the Secondary Education Program and the various school systems in arranging and scheduling all clinical experiences. The director: 1) implements departmental and school policies pertaining to the field experience requirements for the teacher education program; 2) screens student teacher applicants for compliance with curriculum requirements, field experiences, and professional behavior; and, 3) reviews student teacher applications and secures a student teaching assignment for the applicant. Other responsibilities are to:

- provide local school officials with the field experience program requirements;
- develop forms and materials necessary for the administration of clinical field experiences;
- secure placements for students by submitting a request to the appropriate public school officials and providing relevant information concerning the student teacher to aid in the assignment of that individual;
- notify the student of the student teaching placement; and
- resolve conflicts that may arise between student teachers and/or supervising practitioners, school administrative personnel, or University program supervisors.

The Building Principal

The school administrator is an integral part of the field experience team. The principal is the instructional leader who establishes a school climate conducive to strong professional development of the student teacher.

Important responsibilities of the principal include:

- working directly with, or assigning an appropriate administrative person to work directly with the Director of Secondary Education to select qualified supervising practitioners and matching them with appropriate students; and
- adjudicating any significant issues that may arise in the process of field experiences.

The Classroom Supervising Practitioner

The influence of the supervising practitioner (also referred to as the "cooperating teacher") on the student teacher is one of the most lasting components of the teacher education program. Supervising practitioners who agree to guide the progress of a student teacher have two major roles: professional teacher and teacher educator. As a professional teacher, the primary responsibility is to the students in the classroom. As a teacher educator, the responsibility is to serve as a mentor to the student teacher and to provide a classroom setting where current knowledge can be applied and skills practiced. The student teacher has the background in learning theory, unit/lesson planning, and current teaching practices. The expertise and experience of the cooperating teacher are critical in guiding the student teacher from theory to practice.

The supervising practitioner's responsibilities include providing opportunities for the student teacher to:

- observe teaching, participate in teaching tasks, and gradually assume responsibility for the class;
- develop an understanding of the individuals in each class and plan for their instruction;
- develop skills in classroom instruction; and
- explore a variety of techniques and methods of instructional delivery.

Supervising practitioners must meet the following criteria:

- licensed by the Commonwealth of Massachusetts in the area of content specialization;
- have at least three years of successful teaching experience;
- received a summative evaluation rating of proficient or higher in his/her most recent evaluation;
- understand the teacher education program goals and be currently teaching in the same area of specialization as the student teacher; and
- provide positive clinical supervision of student teachers.

The University Program Supervisor

The university program supervisor (also referred to as "program supervisor") is a liaison between the University's Secondary Education Program and the participating school. Supervisors familiarize themselves with the organization and pertinent regulations of the Western New England University Secondary Education Program. They advise supervising practitioners and school personnel about the Western New England University program's organization, goals, and regulations, especially those connected with the student teaching semester. They provide leadership in building harmonious relations with the participating schools and personnel.

To be qualified, a program supervisor must meet the following criteria:

- minimum of three years successful teaching experience;
- trained in supervision;
- familiar with Western New England University student teaching program goals and policies;
- ability to mentor growth and development of a student teacher; and
- establish a supportive teaching and learning environment with the school administrator, the supervising practitioner, the student teacher, and other school personnel.

Principal responsibilities are to:

- assist the student teacher in developing teaching competency;
- provide continuous and cooperative evaluation of the student teacher's development;
- observe on a regular basis throughout the semester;
- arrange conferences with the student teacher and the supervising practitioner;
- consult with the supervising practitioner to complete the formative and summative assessments; and
- collect and submit all observation forms and assessments.

The Student Teacher

Student teaching is designed to be the capstone experience and culmination of a student's professional training prior to initial licensure. The student will be put into action, implementing his or her philosophy about teaching while becoming acquainted with other harmonious, and perhaps diverse, functioning philosophies of teaching. Student teachers are teachers in training and should be regarded as co-professionals by the supervising practitioner, faculty, and staff.

The objective of the student teaching practicum is to provide a successful transition from being a student to becoming a competent, full-time professional teacher. Student teachers are not permitted to receive any type of remuneration for services related to their assignment. The Western New England University Education Department faculty recommends no outside employment or additional coursework. If employment is necessary, the student teacher should try to limit it to ten hours per week. Student teaching performance will impact the student's ability to obtain a teaching position; thus it is important to plan carefully for a meaningful and successful experience.

Overview of Full-Practicum (Student-Teaching Practicum) and Practicum Seminar

The practicum and practicum seminar provide students in the licensure program with a University-supervised field experience. Students are in placements for five full days a week, which begins, as was noted earlier, around October 1st. At that point, practicum students also become involved in a weekly seminar. All students must have successfully completed the pre-practicum experiences and passed all required Massachusetts Tests for Educator Licensure prior to the practicum. All required education courses must also be completed and passed prior to the practicum experience.

The practicum is designed to provide students the opportunity to practice planning, implementing, and evaluating learning experiences for students in all areas of curriculum. To successfully complete the full-practicum, a student must do, according to commonwealth regulation, a minimum of 300 hours of classroom teaching. This includes a minimum of 100 hours when the student assumes full responsibility in the role of the teacher.

Expectations of Students

The student is expected to be in attendance at his or her practicum site during the required school hours, daily. If illness or unforeseen circumstances cause a student to miss a day, the student must notify his or her supervising practitioner and his or her program supervisor of this absence prior to the start of the school day. In the event that the illness or unforeseen circumstance causes the student a miss a day when he or she was supposed to be teaching a lesson, the student must submit the materials to teach the lesson (e.g., lesson plan, activities, etc.) to the supervising practitioner. In the case of the above absence, or a school cancellation, the student is expected to make up the time.

The student is expected to become familiar with the policies of the school district, individual school, and the supervising practitioner.

As the semester progresses, the student is expected to assume more and more of the classroom instruction. The student is also required to have a two-week period of time when he or she would assume full responsibility for all instruction and classroom management. This period of time is referred to as the student's "Total Teach".

It is expected that the student will have the following experiences:

- Observe the classroom teacher
- Instruct individual students who may need help
- Lead small groups
- Instruct the entire class in the curriculum
- Plan and teach at least one unit per class
- Plan and write in-depth lesson plans that address the Massachusetts DESE Curriculum Frameworks
- Adapt the use of curriculum materials to the individual learning needs of the students
- Assist the classroom teacher in performing routine tasks in the classroom
- Assist the classroom teacher in supervisory responsibilities
- Design bulletin boards and/or update the classroom website or blog

Each student will have a university program supervisor to assist him or her in achieving the greatest professional growth. Supervisory visits will be made by appointment. When arranging the visits, the student teacher should plan a time that will allow the student and supervising practitioner time to confer with the program supervisor following the observation. At each observation the student will provide the program supervisor with a lesson plan for the class that will be observed.

A Suggested Time-Line for the Full-Practicum:

Week 1: The student should pick up one class.
Weeks 2-3: The student should move up to teaching two classes, though the classes can require the same preparation.
Weeks 4-5: The student should be teaching 3 or 4 classes, but not have more than 3 preparations.
Weeks 7-11 During this time the student should have the full teaching load for at least two weeks, commencing the "Total Teach" experience.

This is only a suggested time-line and is open to negotiation among the student, the supervising practitioner, and the program supervisor. It is expected that the supervising practitioner will regularly observe the student teacher and provide feedback and suggestions for improving the student's teaching. A more detailed time-line will be provided for the student, the supervising practitioner, and the program supervisor during their initial three-way meeting.

Evaluation Process

DESE has developed a Candidate Assessment of Performance (CAP) system, based on the Massachusetts Educator Evaluation Framework for in-service educators, to be used throughout the practicum experience. The student is responsible for producing documentation and demonstrating performance, which will indicate that he or she has met the state standards. Sources of evidence to assess a teacher candidate's practicum performance may include, but are not limited to, the following: *lesson plans, units, syllabi, assessments, portfolios (specify documents used as evidence), examples of students' work, reflective paper, observable behaviors, and other sources of evidence appropriate to and accepted by the relevant discipline*. The program supervisor and supervising practitioner will evaluate the student's performance and documentation to determine eligibility for licensure. In order to be approved for licensure, a student must show satisfactory performance according to all standards. The Candidate Assessment of Performance (CAP) assessments will be completed twice; once during the formative assessment session around the midpoint of the practicum (Weeks 5-6), and once during the summative assessment session at the end of the full-practicum. (The assessment forms, as well as other CAP material, are included in the Appendices).

At the beginning of the full-practicum, there will be an initial visit by the program supervisor. The focus of the visit will be to review with the student and supervising practitioner the processes and procedures for the practicum experience. In consultation and collaboration with the supervising practitioner and the university program supervisor, the student will submit preliminary SMART goal(s) for their professional development over the duration of the practicum. The student will also complete the Candidate Self-Assessment Form based on his or her experiences in the pre-practicum and skill acquired in coursework.

One to two weeks later, the program supervisor will make an appointment with the student teacher to come to the school to do the first formal observation. Arrangements will also be made for a three-way meeting with the student teacher, supervising practitioner, and program supervisor to assess the student's performance using the CAP Formative Assessment form before the student assumes Total Teach responsibilities. On the day of the observation the student will provide a lesson plan for the class to be taught, as well as a Pre-Conference Planning Form. The program supervisor will observe the student teach the lesson and will complete a post-conference when he or she provides feedback to the student teacher about his or her performance. The program supervisor will provide the student teacher and supervising practitioner with a completed CAP Observation Form. The student teacher will complete a Candidate Self-Reflection Form. These forms are designed according to the MA Professional Standards for Teachers and include sections that highlight the student's strengths as well as

areas that need improvement. The student will keep copies of these completed forms, and electronic copies will go into the student's permanent file with the University's Education Department. This will conclude the first observation cycle.

Approximately one to two weeks later, the supervising practitioner will complete an unannounced observation of student teach a lesson. The supervising practitioner will complete the CAP Observation Form and conduct a post-conference to review the feedback with the student. The student will complete a Candidate Self-Reflection Form based on the feedback he or she received. Around this time, the program supervisor will make a second appointment with the student teacher to come for the second formal observation. On the day of the observation, the student will provide a lesson plan and a Pre-Conference Planning Form. As before, the program supervisor will use the CAP Observation Form. Following the lesson, the program supervisor will complete a post-conference with the student teacher, when the program supervisor will provide feedback to the student teacher about his or her performance. The program supervisor will provide the student teacher and the supervising practitioner with a completed CAP Observation Form. The student teacher will complete a Candidate Self-Reflection Form based on the feedback and the goal setting during the conference. The student will keep copies of all completed forms, and electronic copies will go into the student's permanent file with the University's Education Department. This will conclude the first announcement observation cycle and the second formal observation cycle with the program supervisor.

At the midpoint of the student's practicum, the supervising practitioner, program supervisor, and student will meet for their second three-way meeting. This will occur five to six weeks into the practicum and should occur before the commencement of the student's Total Teach requirement. During this meeting, the supervising practitioner and program supervisor will complete the CAP Formative Assessment form, which is designed according to the MA Professional Standards for Teachers. The supervising practitioner and the program supervisor will rate the student's performance to date, indicating his or her strengths and areas for improvement. They will also spell out for the student areas that need improvement in order to successful compete the practicum and to receive a grade in the University's practicum course. The students should be tracking his or her progress on his or her SMART goal(s) throughout the practicum, to date, and should also share it during the meeting. In consultation with the supervising practitioner, the student should also plan to administer the appropriate Student Feedback Instrument to one period/block of students. As before, the student shall keep a copy of all the complete forms, and electronic copies will go into the student's permanent file with the University's Education Department.

During weeks 7-10 of the practicum, the student should assume the full teaching load and responsibilities for at least two weeks, marking his or her Total Teach experience. The observation procedure will be the same as before, with a second unannounced observation cycle occurring between the supervising practitioner and the student, and a third announced observation cycle between the program supervisor and the student. The student will also: continue to monitor, or update, his or her SMART goal(s); administer the appropriate Student Feedback Instrument; and, complete the Candidate Impact on Student Learning document.

During the final week of the practicum, the program supervisor, supervising practitioner, and the student will complete a final three-way meeting. During the three-way meeting, the program supervisor will complete, in collaboration with the supervising practitioner, the CAP Summative Assessment form. The CAP Summative Assessment form is required for the final evaluation. In addition, the program supervisor and supervising practitioner will designate on the form whether the student has successfully completed all requirements for the Initial License and is ready to teach. If there is not agreement between the program supervisor and the supervising practitioner about the satisfactory completion of this practicum by the student, a third party will be brought in to help decide the matter. This person will

be assigned after a discussion between the school principal and the University's Director of Secondary Education. Copies of the concluding paperwork will be provided to the student, while the originals (or electronic versions of the forms) will go into the student's permanent file.

At this concluding meeting, there will also be a discussion about the student's final grade for the full-practicum. The program supervisor, who is the official instructor for the course in which a grade is given, will collaborate with the supervising practitioners for the purposes of assigning the students their final grade.

The sequence outlined above is the normal design for the evaluation of the full-practicum. However, the program supervisor will come for additional observation sessions and/or three-way meetings, as needed, to support a student and help promote a successful practicum experience.

Upon completion of the practicum experience and a college degree, students can apply for initial licensure through the Massachusetts DESE. All applications for licensure are completed on-line. Students can obtain additional information on applying on-line from the Administrative Assistant for the University's Education Department.

Removal from Student Teaching

For a variety of different reasons, there are times when student teaching does not work out for particular students. Despite having passed the relevant coursework and MTEL tests, some students are not ready for the demands and responsibilities of teaching. In other cases, students experience personal problems that interfere with teaching responsibilities. In this case, a student must resolve these problems before the responsibilities of student teaching are resumed. On occasion, it is necessary to remove a student from his or her teaching assignment.

If there is a problem involving a student teacher, that student may be subjected to removal from his or her assignment. A building principal may decide that it is in the best interest of the students and teacher to remove a student teacher. The program supervisor may decide that it is in the best interest of the student teacher, the supervising practitioner, and the students in the school to remove the student teacher. The Director of the Secondary Education Program is to be notified immediately if a student teacher does not appear to be progressing at a rate to allow for successful completion of student teaching according to the Massachusetts Professional Standards for Teaching indicated on the CAP assessments.

Procedure for removal:

The Director of the Secondary Education Program and Education Department Chairperson have the responsibility of removing students from a student teaching assignment. Reasons for removal include inappropriate behavior within the school setting and inability to meet expectations, documentation of unprofessional behavior, and inadequate progress towards meeting required ratings on the CAP assessments.

Before a decision is made to remove a student, the Director of Secondary Education informs the student and schedules a meeting to consider appropriate options. The meeting may include the supervising practitioner, building principal, and/or university program supervisor. During the meeting a plan will be devised to determine the next steps for the student teacher. Students reassigned in the same semester should expect an extended placement.

The student may appeal the decision made by the Director of Secondary Education and to the Education Department Chairperson.

The developmental skills for becoming an effective classroom teacher are similar to those developed in mathematics or reading. Individuals develop at varying rates. Therefore, some student teachers may require additional coursework and/or skill development beyond the minimum required student teaching period. It may also require serious evaluation of whether the teaching profession is the correct career choice. The Director of the Secondary Education Program, the content faculty advisor, and/or other faculty or staff in the College of Arts and Sciences will assist a student in the reevaluation of professional career choices.

Tips on Teaching

Student teachers should be competent in their subject fields and should be developing an increasing variety of appropriate teaching methods. When teaching, a student teacher should try to teach confidently, teach enthusiastically, teach intelligently, and try to teach students individually as well as collectively.

Every time you teach, keep these points in mind:

- Be prepared to teach. Greet students as they enter the classroom. Be friendly, but avoid familiarity, "wise cracks," or sarcasm.
- Plan to start work immediately at the beginning of each class period. Have an assignment on the board, or prepare a short activity for students to review or complete to allow you time for clerical duties, attendance, etc.
- Focus the attention of the students before making announcements or beginning a lesson.
- Don't expect to do all the teaching. Provide the students a chance to discuss, answer questions, perform/demonstrate, etc. Teaching requires a lot of energy.
- Try to keep all students interested. Do not let a few students monopolize the activities or discussions. Minimize lecture time to emphasize active student learning.
- Keep all students on task while you are working with an individual student. Ask questions so that the entire class may hear before calling on specific students.
- Utilize a variety of instructional aids and materials to enhance learning.
- Use proper English, good enunciation, and good pronunciation. Avoid excess use of stereotyped expressions such as "OK," "all right," "you guys," etc. Slang is not appropriate.
- Practice varying the tone and volume of your voice.
- Practice good handwriting plus correct spelling on boards and handouts.
- Move around the room when teaching, but do not pace nervously.
- First, work to earn the respect of students, rather than wanting the students to like you.
- Plan carefully in regard to details – handling materials, making arrangements in advance, etc.
- Plan meaningful assignments with specific evaluation criteria you will use to evaluate students' work. Provide clear directions for completing work and clarify students' understanding.
- Prepare questions in advance to stimulate class discussion. Do not rely on "ad-libbing."
- Begin with individual student conferences to help resolve individual student behavior problems.
- Avoid disciplining individual students in front of the whole class.
- Be observant of what is "going on" in the class at all times.

Frequently Asked Questions

QUESTION 1 What calendar does the student teacher follow?

ANSWER: The student teacher follows the calendar of the school to which he/she has been assigned. The student teacher is expected to attend any in-service meetings, professional development opportunities, parent-teacher conferences, and other school-related functions as deemed appropriate by the supervising practitioner. When Western New England University offers a holiday break (e.g., Fall Recess), if the calendar of the school to which he/she has been assigned does not feature the break, the student must meet the expectations for teachers at the school.

QUESTION 2 How often does the student teacher write lesson plans?

ANSWER: A lesson plan should be written for each lesson that is taught and presented to the supervising practitioner **three days** prior to the implementation of the lesson. One of the primary causes of failure in student teaching is lack of effective planning and proper preparation for teaching. Planning helps the student teacher organize materials. Being ready provides a feeling of confidence for the student teacher, as well as ensuring a more effective learning experience for students.

QUESTION 3 What is the policy regarding absences?

ANSWER: Daily attendance is required. Occasionally, the student may be absent due to illness, accidents, religious holidays, or a death in the family. However, a student who has long or repeated absences, for whatever reasons, will be required to repeat the student teaching experience. For each day missed, regardless of the reason, the student teacher is required to make up the days. When the student teacher must be absent, he or she must call the school, supervising practitioner, and program supervisor. Plans for any lessons that the student teacher was expected to teach must be available for use by either the supervising practitioner or substitute.

QUESTION 4 What are the daily hours and dress code?

ANSWER: The student teacher should abide by the standards expected of teachers in the assigned schools regarding arrival and departure time. The student teacher is to dress professionally, and should not wear shorts, jeans, or other inappropriate casual attire. The student teacher should not wear nose or tongue rings, have undergarments visible, or have stomachs showing.

QUESTION 5 What is the policy regarding substitute teaching?

ANSWER: It is against the policy of Western New England University to use student teachers as substitute teachers. Although the student teacher receives a license, this license does not allow him or her to assume the teaching responsibilities undertaken by a substitute during the student teacher semester. In the event of the supervising practitioner's absence, a regular substitute must be employed. Upon successfully completing the practicum, the student teacher can be available to substitute teach if he/she meets the requirements set forth by the school district.

QUESTION 6 What about jobs or other coursework?

ANSWER: Because student teaching requires a total commitment on the part of the student, additional coursework is not recommended during the semester. It has been our experience that students who do not have the additional responsibility of a job are likely to perform better during student teaching. For students who must work, their jobs should not interfere with their student teaching.

Student Teaching Portfolio

During the student teaching, the student teacher is expected to create a portfolio to demonstrate he or she has met the Professional Standards for initial teaching licensure in Massachusetts. The following is a list of what should be included in the portfolio:

Table of Contents

I. Cover Letter
II. Résumé
III. Teaching philosophy
IV. Practicum information
V. Journal entries
VI. Smart Goals for student teaching, including: goal setting, goal data, and, goal results and analysis
VII. Individual lesson plans for each day the program supervisor observes
VIII. Announced and unannounced observations completed by the program supervisor or supervising practitioner
IX. Unit with accompanying lesson plans
X. Measure of student progress and analysis
XI. Student survey, along with the results and analysis from the survey.
XII. Other artifacts, including: student work, pictures of class activities or bulletin boards, documentation of school or community involvement beyond the classroom

APPENDICES

Appendix A

Official Paperwork

- Application for Secondary Teacher Education Program
- Advising Verification Form
- Massachusetts Initial Licensure Professional Standards for Teachers
- Lesson Plan Template *(use this format for all methods class assignments and observations)*
- Waiver Request

APPLICATION FOR SECONDARY TEACHER EDUCATION PROGRAM

This form may be submitted as early as fall semester of your sophomore year and must be submitted by April 15th of your sophomore year. Please submit to: Jacqueline LeHouiller in Emerson Hall, Ground Floor, G100C or Dr. Ray Ostendorf in Emerson Hall, E108.

Today's Date _____ Name _____

Gender ☐ Female ☐ Male Marital Status _____ Date of Birth _____

Last four digits of Social Security Number ___ ___ ___ ___ Student ID _____

E-mail Address_____ Graduation Year _____ (Class of)

Major _____ Major GPA _____ Overall GPA _____

To meet revised State requirements on the collection and reporting of race/ethnicity, please answer the following two statements.

A. I identify myself as Hispanic or Latino, or of Spanish origin: ☐ Yes ☐ No

B. I identify myself as belonging to one or more of the following groups (Please check all that apply, if any):
☐ Black/African American/Haitian ☐ Asian ☐ American Indian/Alaska Native
☐ Native Hawaiian/Other Pacific Islander ☐ White ☐ Two or more races
(If you answered statement B, please make sure that you also answered statement A.)

Have a degree in _____ Awarded in_____

From (college) _____

Permanent Address	Street _____Apt. _____ City _____ State _____ Zip _____ Telephone _____ Cell phone _____
Local or Campus Address	Street _____Apt. _____ City _____ State _____ Zip _____ Telephone _____ WNE Box No. _____

Are there any subjects which you would feel competent to teach outside of your major? Yes ☐ No ☐

If yes, please list subject(s) below with approximate number of credits you have completed:

_____ _____

Campus Activities (please list, indicate if officer) _____

_____

OVER →

Have you worked while in college? Yes □ No □ Average number of hours/week _____

Year in which you plan to student teach _____ (fall semester)

Will you be able to devote a full semester to the Educational Block Program and still be able to meet your requirements for graduation in the academic year? Yes □ No □ If no, please explain why: _____

_____

Do you have your own means of transportation? Yes □ No □

If you have already taken ED301 Principles of Education, did you complete the required 25 hours of field study?
Yes □ No □ If not, please explain _____

_____

Have you had any other field experiences in other courses? Yes □ No □ If yes, describe briefly: _____

_____

Have you ever worked in an educational setting of any sort with children of any age? Yes □ No □ If yes, describe:

_____

_____

You need to be aware of the specific required and recommended courses necessary to meet the subject matter requirements; advising sheets are available for your major. Your academic advisor or department chairperson can assist you with this, or you may wish to speak to Dr. Ostendorf.

Please submit with this application a single, typewritten page telling something about yourself and why you want to enter teaching. You may wish to describe events in your own education or experiences which you feel may be valuable to you when you teach. Feel free to express yourself openly and honestly, keeping in mind that this sheet may be reproduced and sent out to a school system where you will practice teach – so that they may know a bit more about you also.

NOTE: If you have taken any college courses at any other institution, you must submit transcripts with this application, or have them sent to Dr. Ostendorf. A photocopy will do; your program guide showing transfer credit is not sufficient. Even if they are already in your personnel file here at WNE, copies must be provided to Dr. Ostendorf.

Transcripts attached or will be coming from: _____

_____

If you received your degree at another institution and have not taken any courses at WNE, list three persons we may contact for reference:

Name	Address	Phone

I hereby waive my right to review reference forms which will be requested by the Teacher Education Program in support of this application.

_____ _____
Signature Date

WESTERN NEW ENGLAND UNIVERSITY | WNE

Education Majors Advisement Verification Form

I acknowledge that I have been advised on, and have a clear understanding of, the following information related to my eligibility for a Western New England University Education major (please initial):

_____I have been advised on, and received a Curriculum Sheet for my major.

_____I need to submit the formal application by the end of my sophomore year to ED faculty.

_____I must maintain a minimum 2.8 grade point average (GPA) in my major content area and my overall GPA to be eligible for the student teaching block and license endorsement. I must achieve a minimum of "C" or better in all ED major coursework, and in the student teaching block.

Elementary preliminary courses:		**Secondary preliminary courses:**
LA 100	ED 365	ED 120
ED 275	ED 301	ED 275
ED 350		ED 301
ED 375		ED 365

_____I must earn passing scores on required MTEL exams; test by Spring Break of my junior year in order to be eligible for the student teaching block fall of senior year. (https://www.mtel.nesinc.com)

Elementary MTELs

- Communication & Literacy (01)
- General Curriculum (03)
- Foundations of Reading (90)

Secondary MTELs

- Communication & Literacy (01)
- Content Area (English, History, Math, Biology, Chemistry or Business)

_____I have been advised about ways to successfully prepare for the MTEL Exams (course assignments, review materials in D'Amour Library, Kodiak class for ED majors, MTEL website, MCAS questions). I will obtain a MEPID number before registering for MTELS, and share this number with Jackie LeHouiller, ED staff assistant (see separate handout).

_____I need to complete two pre-practicum field placements at area schools which will each require minimum 25 hours of participation and specific related assignments to complete while in the K-12 classroom. I need to successfully complete this work by the end of my junior year.

_____I will complete the 51A Online Mandated Reporter Training. (http://51a.middlesexcac.org) and submit my certificate to Jackie LeHouiller, ED staff assistant or an ED faculty member before student teaching.

_____I have been advised about appropriate communication, dress codes, and necessary professional conduct related to my pre-practicum and practicum participation.

_____I will complete and submit digital citizenry assignments to demonstrate my awareness of appropriate online presence and usage.

_____I will meet with a faculty member to review my prepracticum work and teacher feedback as well as quality of coursework participation before being placed for student teaching – Spring semester junior year.

Faculty Signature _____ Date _____

Professional Standards for Teachers (PST) Matrix
Sponsoring Organization:
Licensure Program (License and Grade Level):
Name(s) of person(s) completing this matrix:

7.08: Professional Standards for Teachers

(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.

Indicators	Introduction	Practice	Demonstrate
(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.			
(b) Assessment indicator: 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.			
(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.			
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.			

(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.

Indicators	Introduction	Practice	Demonstrate
(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.			
(b) Learning Environment indicator: 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.			
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.			
(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.			
(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.			
SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.			
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.			
(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.			
Indicators	**Introduction**	**Practice**	**Demonstrate**
(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.			
(b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.			
(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.			
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.			

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			
Indicators	**Introduction**	**Practice**	**Demonstrate**
(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.			
(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.			
(c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.			
(d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.			
(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.			
(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.			

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

Lesson Plan Format
Western New England University

*Each time you write a lesson plan for a class assignment, or for a classroom observation, please follow the outline below.

Specific Rationale - a descriptive statement or paragraph describing why the students you are working with need this lesson *at this time* (PST 1.b, c)

◊ What have you seen or heard, or what assessment data have you collected that suggests this lesson is needed at this time, for this group of students?

Objective - specific statement of the skill/concept that you expect students to be able to apply/demonstrate/practice by the end of the lesson; a measurable skill (PST 1.a, 2.d)

◊ What will students be able to do as a result of participating in/attending this lesson; what skill are you teaching, practicing, reviewing... in this lesson? "By the end of this lesson students will be able to (insert a skill or verb" is a clear way to articulate an objective (ex. 'By the end of this lesson students will be able to consistently identify and accurately use ending punctuation marks).

◊ Learn, know and understand should be avoided in objectives as they are too broad and difficult to accurately assess.

◊ The lesson objective should be made clear to the students in your methodology.

General Rationale: - a statement of why students need to learn what is stated in the objective (PST 1.a)

◊ Why do students need to learn what is stated in the objective? A MA Curriculum Framework (http://www.doe.mass.edu/frameworks/) should be cited for this part of the lesson plan (ex. MA Curriculum Framework for English Language Arts & Literacy, March 2017, Grade 6, (RI), Craft and Structure, #5, pg.90.) for each objective. Use the Framework appropriate to the content and objectives of your lesson. Be sure to include all key details in the citation so anyone can easily look up the citation you have cited.

◊ In addition to citing the appropriate content area Framework(s), you should describe why students need to learn the skill/concept that is identified in the objective in your own words (this must be more than 'it's next in the book', or 'it's in the framework'). Think 'big picture here, for example, why do students need to learn how to write?

Methodology: - detailed outline of how you will teach/lead/facilitate the lesson. (PST 1.a, 2.a, 2.d, SEI Indicators a, b, c)

◊ How will you organize the time, what materials will you use to deliver the lesson, and what will you say or do to implement the lesson?

◊ Your methodology should be written as if you were leaving the lesson plan for a substitute teacher who has never been in your classroom. All directions must be clearly written out, all discussion questions must be included, how students are to be grouped… are examples of some specifics to be sure to include in this part of the lesson plan.

◊ Please use the many resources available to you in designing the methodology (books, your cooperating teacher, web sites…), but remember to identify the source if you use something other than your own creativity. If your lesson includes a worksheet of any kind you must attach a copy.

◊ This is the section of the lesson to identify/include lesson modifications for ELL students, and students with special needs; use the UDL handout* as a framework for differentiating.

◊ This is also where you identify language level and targeted language skills for ELLs

Assessment: - description of the tool or strategy you will use to collect evidence of each individual student's learning (PST 1.b)

◊ What evidence will you collect that shows how/if each individual student met the lesson's objective?

◊ When and what types of data/evidence are you collecting; demonstrate formative, and diagnostic as well as summative strategies.

◊ The assessment must link directly with the objective and identify what qualities or level of accomplishment you expect to see in order to consider the objective successfully met (or in need of reteaching).

◊ If a test, quiz or rubric is to be used you must attach a copy to the lesson plan. Remember that the assessment strategy must provide evidence for each individual student's leaning.

Aim - a teaching skill focus (PST 4.b)

◊ What aspect of your teaching are you practicing or refining in this lesson?

◊ This aspect of the lesson is helpful for your cooperating teacher and college supervisor to provide more meaningful feedback. A clearly stated aim will also give you a place to focus your reflections for journal entries and improving your overall teaching practices. Your SMART goals are a key source for identifying an aim.

References/Resources:

◊ Did you cite the resources you used in this lesson? You may adapt lessons from your teacher, online sources, teaching resource books, and/or class activities, but you must always give your source credit. Cite sources according to the professional writing standards for your content area.

*http://www.doe.mass.edu/frameworks/
* http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice
* https://www.wida.us/downloadLibrary.aspx (Can Do Descriptors)

Waiver Request for Education Program Requirement

Name_____ Date_____

Education Program_____ Advisor_____

Type of Waiver (circle one): Required Course GPA MTEL

If requesting a course waiver please attach catalog description and syllabus of course you wish to substitute.

Rationale for Waiver (describe clearly and with specifics why you are requesting this waiver).

Waiver Decision Granted Denied

Date _____

Reason for decision:

_____

_____

Department Chair Signature _____

Appendix B

Student Teaching Documents

- CAP Observation Form
- CAP Formative Assessment Form
- CAP Summative Assessment Form
- SMART Goals Form
- CAP Candidate Self-Assessment Form
- CAP Pre-Conference Planning Form
- CAP Candidate Self-Reflection Form
- CAP Student Feedback Instrument

Candidate Assessment of Performance (CAP) Observation Form

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

Candidate Assessment of Performance (CAP) Observation Form

Candidate Name:		Date:	
Observation #: ____		Type (Announced/Unannounced):	
Observed By:			
Focus Elements:	☐ 1.A.4: Well Structured Lessons (#1 Announced, #1 Unannounced)	☐ 2.B.1 Safe Learning Environment (#1 Unannounced)	
	☐ 1.B.2: Adjustments to Practice (#2 Announced, #2 Unannounced)	☐ 2.D.2 High Expectations (#1 Announced)	
	☐ 2.A.3: Meeting Diverse Needs (#2 Announced)	☐ 4.A.1 Reflective Practice	
Date of Lesson:		Time (start/end):	
Content Topic/Lesson Objective:			

☐	Whole Group	☐	Small Group	☐	One-on-One	☐	Other

Active Evidence Collection (see attached documentation including lesson plan and data collected during observation) occurred during the observation and is synthesized and categorized below.

Element	Evidence
1.A.4	
1.B.2	
2.A.3	

2.B.1	
2.D.2	
4.A.1	

Focused Feedback	
Reinforcement Area/Action: (strengths)	
Refinement Area/Action: (areas for improvement)	

CAP Formative Assessment Form

College of Arts and Sciences
Department of Education

CAP: Formative Assessment Form
Required

Formative Assessment Form

I.A.4: Well-Structured Lessons

Name:		**Date:**	

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and 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 appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	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 practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.B.1: Safe Learning Environment				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	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. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

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 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; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

Formative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Reinforcement Area	☐	1.A.4: Well Structured Lessons	☐	2.B.1 Safe Learning Environment
	☐	1.B.2: Adjustments to Practice	☐	2.D.2 High Expectations
	☐	2.A.3: Meeting Diverse Needs	☐	4.A.1 Reflective Practice

Refinement Area	☐	1.A.4: Well Structured Lessons	☐	2.B.1 Safe Learning Environment
	☐	1.B.2: Adjustments to Practice	☐	2.D.2 High Expectations
	☐	2.A.3: Meeting Diverse Needs	☐	4.A.1 Reflective Practice
Suggestions for Candidate				

CAP Summative Assessment Form

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

Summative Assessment Form

I.A.4: Well-Structured Lessons

Name:		Date:	

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	**Organizes and 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 appropriate differentiated interventions and enhancements for students.**	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	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 practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.B.1: Safe Learning Environment				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	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. Is able to model this element.

Quality			*	
Scope		*		
Consistency		*		

Evidence:

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

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 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; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

Summative Assessment – Calibration

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

SMART Goal(s) Form

SMART Goal Worksheet

S.M.A.R.T.	Questions…
Specific	Does your goal clearly and specifically state what you are trying to achieve? *If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.*
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal? *Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.*

Today's Date: _____

Date by which you plan to achieve your goal: _____

What is your goal in one sentence? *(What's the bottom line?)*

_____

_____

_____

The benefits of achieving this goal will be…

_____

_____

_____

_____

Verify that your goal is S.M.A.R.T.

Specific: *What exactly will you accomplish?*

_____

_____

_____

_____

Measurable: *How will you (and others) know when you have reached your goal?*

_____

_____

_____

_____

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

_____

_____

_____

_____

Relevant: *Why is this goal important to you? Hone in on why it matters.*

_____

_____

_____

_____

Time-bound: *When will you achieve this goal?*

_____

_____

ACTION PLAN What specific steps must you take to achieve your goal? *This action plan may just get you started. Feel free to create a more detailed step-by-step plan.*		
Task / to-do item	**Expected completion date**	**Date actually completed**

OBSTACLES / CHALLENGES *What obstacles stand in the way of you achieving your goal?*	
Obstacle	**How will you address the challenges if/when they arise?**

Network of Support & Accountability

When working towards achieving a goal, it is helpful to have a one or two people whom you agree to check in with on a regular basis. Keeping others informed on your progress can be a useful external motivator!

Who can you can share your goal with?

1) Talk with one or two individuals who will genuinely want to see you succeed in achieving your goal.
2) Explain to them <u>why</u> achieving this goal is important to you.
3) Ask if they will support you and hold you accountable in reaching your goal.
4) Select and agree upon future dates/times you will report updates on your progress.

Contact's signature	Frequency of updates on progress (i.e. weekly, bi-weekly, monthly?) *List future dates/times you will report your progress*	Agreed upon method of communication (i.e. face to face, phone, email updates…)

Date your goal is ACHIEVED _____

Congratulations on creating a SMART goal and sticking with it!

Be sure to share your achievement with your network of supporters and find a way to celebrate your success.

CAP Candidate Self-Assessment Form

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

Recommended

Candidate Self-Assessment Form

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
- Reflection on performance in Announced Observation #

Name:		**Date:**	

I.A.4: Well-Structured Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality				
Scope				
Consistency				

I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and 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 appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality				
Scope				
Consistency				

II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	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 practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality				
Scope				
Consistency				

II.B.1: Safe Learning Environment				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	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. Is able to model this element.
Quality				
Scope				
Consistency				

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
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 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; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.*

CAP: Candidate Self-Assessment Form
Recommended

Self-Assessment Summary Sheet

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)*

Name:		Date:	
Self-Assessment Summary			
Element	**Quality**	**Scope**	**Consistency**
1.A.4: Well-Structured Lessons			
1.B.2: Adjustment to Practice			
2.A.3: Meeting Diverse Needs			
2.B.1: Safe Learning Environment			
2.D.2: High Expectations			
4.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

Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.

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.*

CAP Pre-Conference Planning Form

WESTERN NEW ENGLAND UNIVERSITY | WNE

Recommended

College of Arts and Sciences
Department of Education

Model Observation Protocol: Pre-Conference Planning Form

Name:							
Observation Details							
Date:				Time (start/end):			
Content Topic/Lesson Objective:							
☐	Whole Group	☐	Small Group	☐	One-on-One	☐	Other

Element(s) to be Observed (circle)	**Comments**
1.A.4: Well-Structured Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.D.2: High Expectations	
4.A.1: Reflective Practice	

Refinement areas previously identified

Questions to ask in pre-conference

CAP Candidate Self-Reflection Form

WESTERN NEW ENGLAND UNIVERSITY | WNE

College of Arts and Sciences
Department of Education

Recommended

Model Observation Protocol: 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.

Name:							
Observation Details							
Date:				Time (start/end):			
Content Topic/ Lesson Objective:							
Type of Observation:				Observed by:			
☐	Announced	☐	Unannounced	☐	Supervising Practitioner	☐	Program Supervisor

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

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

Essential Element	**Evidence:** Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.4: Well-Structured Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.D.2: High Expectations	

CAP Student Feedback Instruments (Required in Secondary Placements)

CAP Student Feedback Forms

Grades 3-5 & 6-12: Student Feedback Surveys

Survey Form		Survey Specs	Considerations
Standard Form	Grades 3-5 • Paper • Google Templates Grades 6-12 • Paper • Google Templates	☐ 40-45 questions ☐ Requires approximately 20-30 minutes	☐ 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
Short Form	Grades 3-5 • Paper • Google Templates Grades 6-12 • Paper • Google Templates	☐ 20 questions ☐ Requires approximately 15-20 minutes	☐ May be most appropriate for special populations or particularly accelerated placements
Mini Form	Grades 3-5 • Paper • Google Templates Grades 6-12 • Paper • Google Templates	☐ 10 questions ☐ Requires approximately 5-10 minutes	☐ Designed specifically for use in CAP as items focus exclusively on the Six 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 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."

CAP Student Feedback Survey

Grades 6-12: Short Form

Name of **teacher**: _____ Date: _____

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's responses to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My teacher demonstrates that mistakes are a part of learning.	☐	☐	☐	☐
2.	My teacher asks us to summarize what we have learned in a lesson.	☐	☐	☐	☐
3.	Students push each other to do better work in this class.	☐	☐	☐	☐
4.	I am able to connect what we learn in this class to what we learn in other subjects.	☐	☐	☐	☐
5.	My teacher uses open-ended questions that enable me to think of multiple possible answers.	☐	☐	☐	☐
6.	In discussing my work, my teacher uses a positive tone even if my work needs improvement.	☐	☐	☐	☐
7.	In this class, students review each other's work and provide each other with helpful advice on how to improve.	☐	☐	☐	☐
8.	When asked, I can explain what I am learning and why.	☐	☐	☐	☐
9.	In this class, other students take the time to listen to my ideas.	☐	☐	☐	☐
10.	The level of my work in this class goes beyond what I thought I was able to do.	☐	☐	☐	☐
11.	The material in this class is clearly taught.	☐	☐	☐	☐
12.	If I finish my work early in class, my teacher has me do more challenging work.	☐	☐	☐	☐
13.	My teacher asks me to rate my understanding of what we have learned in class.	☐	☐	☐	☐
14.	To help me understand, my teacher uses my interests to explain difficult ideas to me.	☐	☐	☐	☐

© 2015 Massachusetts Department of Elementary and Secondary Education. Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

CAP Student Feedback Survey

Grades 6-12: Short Form

		Strongly Agree	Agree	Disagree	Strongly Disagree
15.	In this class, students work together to help each other learn difficult content.	☐	☐	☐	☐
16.	In this class, students are asked to teach (or model) to other classmates a part or whole lesson.	☐	☐	☐	☐
17.	Our class stays on task and does not waste time.	☐	☐	☐	☐
18.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).	☐	☐	☐	☐
19.	My teacher encourages us to accept different points of view when they are expressed in class.	☐	☐	☐	☐
20.	I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.	☐	☐	☐	☐

OPTIONAL: If you have any additional feedback for your teacher, please share it here.

© 2015 Massachusetts Department of Elementary and Secondary Education. Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

CAP Student Feedback Survey: ITEM KEY

Grades 6-12: Short Form

This item key is not intended for distribution to students. The following table provides a crosswalk between survey items and the Standards and Indicators of Effective Teaching Practice addressed throughout the survey. You may sort the items by Standard/Indicator by selecting the table and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment	Standard II: Teaching All Students
I.A: Curriculum & Planning I.B: Assessment I.C: Analysis	II.A: Instruction II.B: Learning Environment II.C: Cultural Proficiency II.D: Expectations

Standard/ Indicator	#	Item
II.B	1.	My teacher demonstrates that mistakes are a part of learning.
I.A	2.	My teacher asks us to summarize what we have learned in a lesson.
II.D	3.	Students push each other to do better work in this class.
I.A	4.	I am able to connect what we learn in this class to what we learn in other subjects.
I.A	5.	My teacher uses open-ended questions that enable me to think of multiple possible answers.
II.B	6.	In discussing my work, my teacher uses a positive tone even if my work needs improvement.
I.C	7.	In this class, students review each other's work and provide each other with helpful advice on how to improve.
II.D	8.	When asked, I can explain what I am learning and why.
II.C	9.	In this class, other students take the time to listen to my ideas.
II.D	10.	The level of my work in this class goes beyond what I thought I was able to do.
I.A	11.	The material in this class is clearly taught.
II.C	12.	If I finish my work early in class, my teacher has me do more challenging work.
I.A	13.	My teacher asks me to rate my understanding of what we have learned in class.
II.B	14.	To help me understand, my teacher uses my interests to explain difficult ideas to me.
II.C	15.	In this class, students work together to help each other learn difficult content.
II.A	16.	In this class, students are asked to teach (or model) to other classmates a part or whole lesson.

© 2015 Massachusetts Department of Elementary and Secondary Education. Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

CAP Student Feedback Survey: ITEM KEY

Grades 6-12: Short Form

Standard/ Indicator	#	Item
II.B	17.	Our class stays on task and does not waste time.
II.D	18.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).
II.C	19.	My teacher encourages us to accept different points of view when they are expressed in class.
II.A	20.	I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.

© 2015 Massachusetts Department of Elementary and Secondary Education. Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."