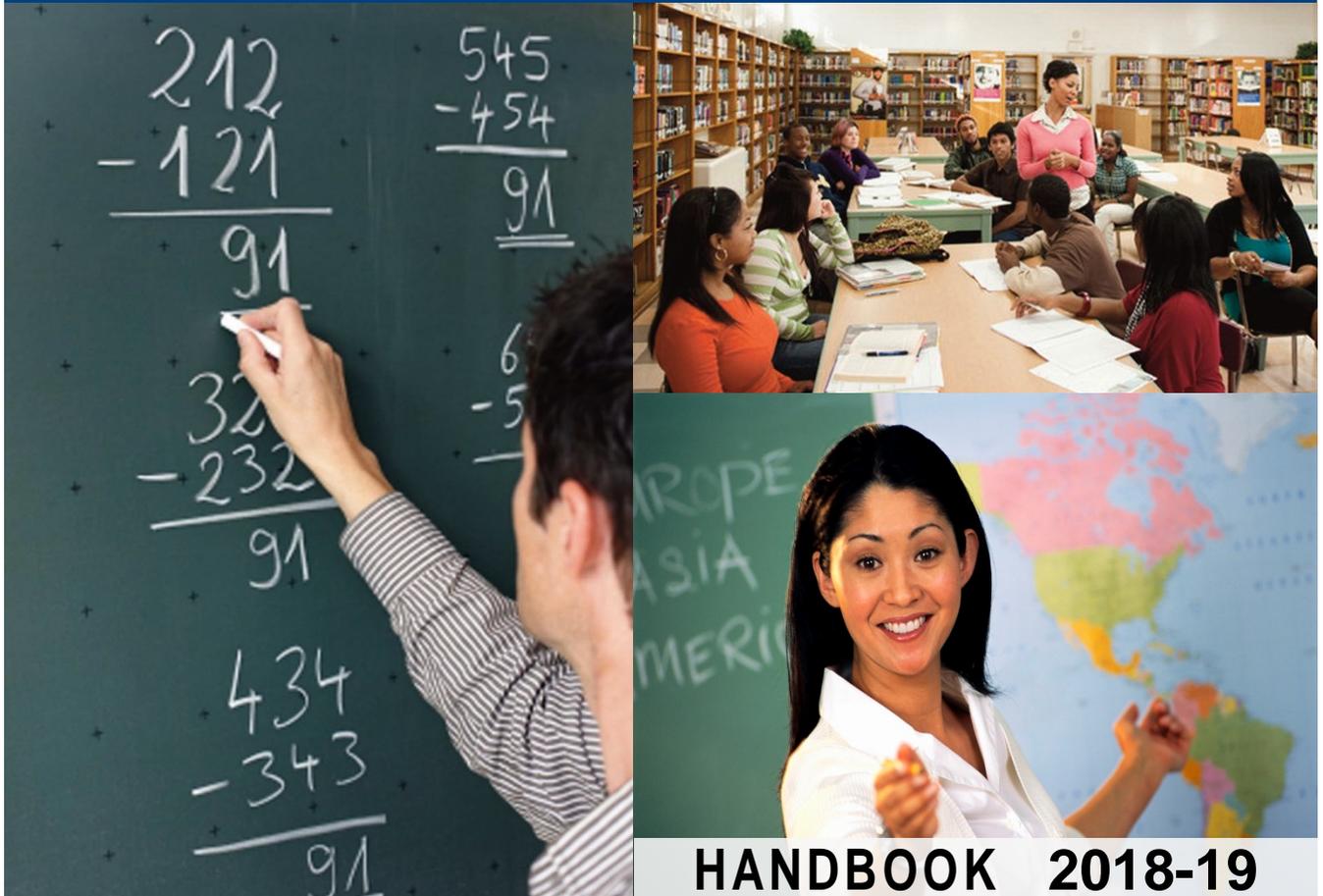


Secondary Education



HANDBOOK 2018-19

WESTERN NEW ENGLAND | **WNE**
UNIVERSITY

1215 Wilbraham Road, Springfield, MA 01119

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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 5-12) 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, 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.

Western New England University
Secondary Education Biology Major Curriculum
ADVISING SHEET

***Required Course for Major**

**** Requires 25-hour pre-practicum field placements**

consisting of participation and specific related assignments (guidelines given when pre-practicum placement is assigned).

FIRST YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*BIO 107	General Biology I	*BIO 108	General Biology II
*BIO 117	General Biology Laboratory I	*BIO 118	General Biology Laboratory II
*CHEM 105	General Chemistry I	*CHEM 106	General Chemistry II
ENGL 132	English Composition I	ENGL 133	English Composition II
LA 100	First Year Seminar	*MATH 121	Introductory Probability and Statistics
*MATH 109 or *MATH 123	Pre-Calculus Mathematics or Calculus I for Management, Life, and Social Sciences	*ED 120	Introduction to Education
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*BIO 213	Ecology	*ED 301**	Principles and Problems of Education
*CHEM 209	Organic Chemistry I	*BIO 201	Plant Biology
*CHEM 219	Organic Chemistry Laboratory I	*CHEM 210	Organic Chemistry II
WIC 2XX	Writing Intensive Course	*CHEM 220	Organic Chemistry Laboratory II
PSY 101	Introduction to Psychology	*ED 275	Teaching English Language Learners
		ART XXX	Aesthetic Perspective
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*BIO 306	Genetics	*BIO 2XX	Biology Elective
CUL XXX	Cultural Studies Perspective	*ED 365**	Special Education: Principles & Practices
CS 131	Computing for the Arts and Sciences	HIST XXX	Historical Perspective
WIC 3xx-4xx	Writing Intensive Course	*BIO 310	Cell Biology
*PHYS 101 or *PHYS 123	Elements of Physics or Physics of the Life Sciences I	*ED 363	Methods for Sciences 5-12
SENIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*ED 380	Secondary Education Topics	*BIO 470	Senior Seminar
*ED 403**	Methods of Teaching in Secondary Schools	*BIO 2XX	Biology Elective
*ED 409	Practicum in Secondary Teaching	PH XXX	Ethical Perspective
*ED 410	Secondary Practicum Seminar	*BIO 455	Evolution
		*PHYS 15X or *PHYS 124	PHYS 15X Elective or Physics of the Life Sciences II

Western New England University
Secondary Education Chemistry Major Curriculum
ADVISING SHEET

*Required Course for Major					
** Requires 25-hour pre-practicum field placements					
consisting of participation and specific related assignments (guidelines given when pre-practicum placement is assigned).					
FIRST YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
*CHEM 105	General Chemistry I		*CHEM 106	General Chemistry II	
ENGL 132	English Composition I		ENGL 133	English Composition II	
LA 100	First Year Seminar		*MATH 134	Calculus II	
*MATH 133	Calculus I		*ED 120	Introduction to Education	
CS XXX	Computer Competence Requirement				
SOPHOMORE YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
*CHEM 209	Organic Chemistry I		*CHEM 210	Organic Chemistry II	
*CHEM 211	Analytical Methods		*CHEM 220	Organic Chemistry Laboratory II	
*CHEM 219	Organic Chemistry Laboratory I		*CHEM 312	Instrumental Analysis	
*CHEM 221	Analytical Methods Laboratory		*CHEM 322	Instrumental Analysis Laboratory	
*MATH 235	Calculus III		WIC 2XX	Writing Intensive Course	
*PHYS 123	Physics of the Life Sciences I		*PHYS 124	Physics of the Life Sciences II	
			*ED 275	Teaching English Language Learners	
JUNIOR YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
*CHEM 317	Physical Chemistry I		*CHEM 318	Physical Chemistry II	
*CHEM 327	Physical Chemistry Laboratory I		*CHEM 328	Physical Chemistry Laboratory II	
PH XXX	Ethical Perspective		*CHEM 314	Biochemistry	
CUL XXX	Cultural Studies Perspective		*CHEM 324	Biochemistry Laboratory	
GEN XXX	General Elective		*ED 301**	Principles and Problems of Education	
PSY 101	Introduction to Psychology		*ED 365**	Special Education: Principles & Practices	
			*ED 363	Methods for Sciences 5-12	
SENIOR YEAR					
<u>Fall Semester</u>			<u>Spring Semester</u>		
*ED 380	Secondary Education Topics		GEN XXX	General Elective	
*ED 403**	Methods of Teaching in Secondary Schools		ART XXX	Aesthetic Perspective	
*ED 409	Practicum in Secondary Teaching		*CHEM 421	Inorganic Chemistry	
*ED 410	Secondary Practicum Seminar		*CHEM 431	Inorganic Chemistry Laboratory	
			*CHEM 470	Senior Seminar	
			HIST 1XX	Historical Perspective	

Western New England University
Secondary Education English Major Curriculum
ADVISING SHEET

***Required Course for Major**

**** Requires 25-hour pre-practicum field placements**

consisting of participation and specific related assignments (guidelines given when pre-practicum placement is assigned).

FIRST YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL 132	English Composition I	ENGL 133	English Composition II
LA 100	First Year Seminar	MATH 1XX	Mathematical Analysis
MATH 1XX	Mathematical Analysis	PH XXX	Ethical Perspective
PSY 101	Introduction to Psychology	GEN XXX	General Elective
CS 13X	Computer Competence	HIST XXX	Historical Perspective

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*ENGL 232	British Literature II	*ENGL 231	British Literature I
*ENGL 252	American Literature II	*ENGL 251	American Literature I
*ENGL 249	Tutoring Practicum: Writing and Grammar	LAB XXX	Laboratory Science Requirement
ART XXX	Aesthetic Perspective	CUL XXX	Cultural Studies Perspective
*ENGL 214 or *ENGL 215	World Literature I or World Literature II	*ED 120	Introduction to Education
		*ED 275	Teaching English Language Learners

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*ENGL 311	The English Language	*ED 301**	Principles and Problems of Education
*ENGL 3XX/4XX	Focus Literature Period	*ED 365**	Special Education: Principles & Practices
*ENGL 354	Creative Non-Fiction Workshop	*ENGL 411/338	Major Authors
*ENGL 314 or *ENGL 315 or *ENGL 316	Shakespeare: Plays and Poems or Shakespeare: The Tragedies or Shakespeare: The Comedies and Histories	*ED 361	Methods for Humanities 5-12
*ENGL 302	Approaches to the Study of Literature	LAB/NSP XXX	Laboratory Science or Natural Science Perspective
		GEN XXX	General Elective

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*ED 380	Secondary Education Topics	*ENGL 410	English Seminar
*ED 403**	Methods of Teaching in Secondary Schools	*ENGL XXX	Historically Underrepresented Literature
*ED 409	Practicum in Secondary Teaching	GEN XXX	General Elective
*ED 410	Secondary Practicum Seminar	GEN XXX	General Elective
		GEN XXX	General Elective

Western New England University
Secondary Education History Major Curriculum

ADVISING SHEET

***Required Course for Major**

**** Requires 25-hour pre-practicum field placements**

consisting of participation and specific related assignments (guidelines given when pre-practicum placement is assigned).

FIRST YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*HIST 205	World History, Prehistory-1500CE	*HIST 206	World History, 1500CE-Present
*HIST 111	United States History to 1877	*HIST 112	United States History, 1878 to the Present
MATH 1XX	Mathematics	MATH 1XX	Mathematical Analysis
ENGL 132	English Composition I	PSY 101	Introduction to Psychology
LA 100	First Year Seminar	ENGL 133	English Composition II
		*ED 120	Introduction to Education

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*POSC 102	American Government	SO 101	Introduction to Sociology
*EC 111	Principles of Microeconomics	CS 13X	Computer Competence
LAB XXX	Laboratory Science Requirement	LAB/NSP XXX	Laboratory Science or Natural Science Perspective
CUL XXX	Cultural Studies Perspective	GEN XXX	General Elective
*HIST 289	Sophomore Methods Seminar	*ED 275	Teaching English Language Learners

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PH XXX	Ethical Perspective	*HIST 3XX	Upper Level History Elective
*HIST 3XX	Upper Level History Elective	*HIST 3XX	Upper Level History Elective
*HIST 3XX	Upper Level History Elective	*XXX HIST	History Elective
ART XXX	Aesthetic Perspective	*ED 365**	Special Education: Principles & Practices
*GEOG 1xx	World Geography Elective	*ED 301**	Principles and Problems of Education
		*ED 361	Methods for Humanities 5-12

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
*ED 380	Secondary Education Topics	*HIST 3XX	Upper Level History Elective
*ED 403**	Methods of Teaching in Secondary Schools	*HIST 3XX	Upper Level History Elective
*ED 409	Practicum in Secondary Teaching	GEN XXX	General Elective
*ED 410	Secondary Practicum Seminar	GEN XXX	General Elective
		*HIST 490	Junior and Senior Seminar in History

Western New England University
Secondary Education Mathematical Sciences Major Curriculum
ADVISING SHEET

*Required Course for Major			
** Requires 25-hour pre-practicum field placements			
consisting of participation and specific related assignments (guidelines given when pre-practicum placement is assigned).			
FIRST YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*MATH 133	Calculus I	*MATH 134	Calculus II
ENGL 132	English Composition I	ENGL 133	English Composition II
HIST XXX	Historical Perspective	*CS 170	Technology in Mathematics
LA 100	First Year Seminar	PH 204	Symbolic Logic
BIO 107	General Biology I	BIO 108	General Biology II
BIO 117 or CHEM 105 or PHYS 133	General Biology Laboratory I or General Chemistry I or Mechanics	BIO 118	General Biology Laboratory II
		CHEM 106 or PHYS 134	General Chemistry II or Electricity and Magnetism
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*MATH 235	Calculus III	*MATH 121 or *MATH 120	Introductory Probability and Statistics or Intro Statistics for the Arts & Sciences
*MATH 281	Foundations of Mathematics I	*MATH 282	Foundations of Mathematics II
PSY 101	Introduction to Psychology	*MATH 302	MTEL Prep
ART XXX	Aesthetic Perspective	*CS 171	Programming for Mathematics
GEN XXX	General Elective	*ED 120	Introduction to Education
		*ED 275	Teaching English Language Learners
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*MATH 306	Linear Algebra	*MATH 421	Real Analysis
*MATH 418	Introduction to Modern Algebra	*MATH 371	Modern Aspects of Geometry
*MATH XXX	Mathematics Elective	*ED 301**	Principles and Problems of Education
PH XXX	Ethical Perspective	*ED 365**	Special Education: Principles & Practices
WIC 2XX	Writing Intensive Course	*ED 362	Methods for Mathematics 5-12
SENIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
*MATH 451	Senior Project I	*MATH 452	Senior Project II
*ED 380	Secondary Education Topics	*MATH 375	Creative Problem Solving
*ED 403**	Methods of Teaching in Secondary Schools	*MATH 377	Elementary Number Theory
*ED 409	Practicum in Secondary Teaching	CUL XXX	Cultural/Aesthetic Perspective
*ED 410	Secondary Practicum Seminar		

SECONDARY EDUCATION MAJOR REQUIREMENTS

In order to successfully complete the secondary education major at Western New England University, graduate in four years, and be eligible for initial licensure in Massachusetts you need to:

1. Follow the curriculum as outlined on the appropriate major's Curriculum/Advising Sheet.
2. Check in regularly with your advisor, attend registration and practicum placement meetings.
3. Achieve a cumulative GPA of at least 2.8 overall, 2.8 in your major, and 2.8 in preliminary education courses. Achieve a minimum of 'C' or better in all ED major coursework.
4. Obtain a Massachusetts Education Personnel Identifier (MEPID) and have it on file with the Education Department. MEPID forms must be submitted to Jacqueline LeHouiller in Emerson Hall, Ground Floor, G100C or Dr. Ray Ostendorf in Emerson Hall, E108. This form and detailed instructions for obtaining a MEPID are available from Jacqueline LeHouiller or Dr. Ostendorf.
5. Demonstrate awareness of appropriate online presence and usage by completing and submitting digital citizenry assignments when assigned.
6. Complete 51A Online Mandated Reporter Training and submit Certificate of Completion to ED department staff.
7. Demonstrate competencies through pre-practica.
8. The Massachusetts Communication and Literacy Skills 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 sophomore year.
9. 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.
10. Completed Secondary Teacher Education Program Application, Department Assessment for Secondary Teacher Education Program 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 are available from Dr. Ostendorf in Emerson Hall, E108.

Other Important Secondary Education Major Information

- The MTEL testing schedule is posted at www.mtel.nesinc.com. Teacher Test application materials are available at the MA Department of Education website: www.doe.mass.edu/mtel or at www.mtel.nesinc.com. Tutoring and review materials are available through the secondary education office; preparation materials are also available at the above websites and in the [Education Majors Kodiak Classroom](#).
- 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 will be eligible to student teach upon completion of all requirements listed above and attending a program review meeting with ED faculty in spring junior year. Students not passing MTEs by stated deadlines will not be eligible to complete the secondary education major, and will be ineligible to become a licensed teacher through this University in four years.

Resources

- Students interested in secondary education are encouraged to meet with members of the education department as soon as they decide to join the program. Faculty members of the department are available for advising as well as academic support throughout their coursework.
- The D'Amour library has a collection of manipulative materials, children's literature and teacher resource books to aid you in completing methods coursework. They also have MTEL study guides available. These materials are also useful for implementing lessons while student teaching or in a

prepracticum assignment. You can locate these materials through WILD PAC.
(<http://www1.wne.edu/library/index.cfm>).

- We also invite you to regularly check the [Education Majors Kodiak Classroom](#). Copies of all documents needed for completing your major, MTEL resources, and job opportunities are available in this module.

Suggested Sequence of Required Education Courses and Appropriate Field Experience

Outlined below is the suggested sequence of required education courses for the Secondary Education Major, 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 taking 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.

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.

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: _____

Getting Your Teaching License after Graduation

Massachusetts:

You have to apply for your license directly through the state. You will go into ELAR and follow the directions they give you (you will need to order an official copy of your transcript, after graduation, to complete the application). Once you are in ELAR (you have been here before to apply for your MEPID number), you want to apply for an **Initial** License in whatever area you majored in. We do not have access to any information in your ELAR account, be sure to keep track of your username and password. Only the state can license you, we just endorse you to the state (saying that you have completed all the requirements required to become a licensed teacher in Massachusetts).

<http://www.doe.mass.edu/licensure/>

Other States:

Generally you are applying for reciprocity, or look for the license level that states something about having completed an accredited program. Many states will allow you to get a license with your degree from WNE, but will ask you to complete other requirements within a certain time period (take their state exams, take extra workshops...); read the directions carefully.

<http://education.nh.gov/certification/>

<http://portal.ct.gov/SDE/Certification/Bureau-of-Certification/Obtaining-Certification>

<http://www.maine.gov/doe/cert/initial/application/index.html>

<http://www.state.nj.us/education/educators/license/tcis/>

<http://www.highered.nysed.gov/tcert/certificate/teachrecother.html>

<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

<http://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity>

If you need a form for another state to verify that you completed a state accredited program please send it to Education department staff assistant: Jackie LeHouiller, Western New England University, College of Arts and Sciences, 1215 Wilbraham Rd., Springfield, MA 01119) with a self-addressed, stamped envelope for where you want the completed form sent back (usually either yourself, or direct to the state).

Make sure you have filled out your part; I can't sign blank documents, and we do not have access to your social security numbers. Please send me an email to let me know you sent a form in, especially during the summer, deb.patterson@wne.edu, so I can get it done quickly for you.

Official copies of your transcript are available from SAS: [413-796-2080](tel:413-796-2080), <http://www1.wne.edu/student-administrative-services/transcript-services.cfm>

You can always call or email us for help!

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 as 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 implications 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 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 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 successfully complete 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 MTELs, 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 is typically on track to earn 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. Curriculum unit plan 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
- XIII. Mandated reporter certificate

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) _____

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

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:

LA 100 ED 365
 ED 275 ED 301
 ED 350
 ED 375

Secondary preliminary courses:

ED 120
 ED 275
 ED 301
 ED 365

____ I must earn passing scores on required MTEls 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)

____ I have been advised about ways to successfully prepare for the MTEls (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			
<p>(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.</p>			
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.			
<p>(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.</p>			
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.			

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 learning.

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 Policy

Education (ED) courses

Students are required to take all Education (ED) courses on campus, earn a 'C' or better in ED classes, and attain a minimum 2.8 GPA overall to be eligible for the student teaching block (including the practicum). Students can apply for a grade waiver for ED courses or the overall GPA for extenuating circumstances (form in Handbooks) to the Education department chairperson. The chairperson responds in writing to the student to accept or reject the waiver. Paperwork is filed in the student folder when a waiver is initiated.

Non Education courses:

Coursework coded outside the Education Department (ED) can be substituted by following the Arts and Sciences Dean's Office process for course transfers or substitutions. For course transfers students identify possible courses for transfer (to lighten their load during the academic semester, or to complete requirements within the four-year timeframe having changed majors within the University, or transferred from another institution), find the course needed at another accredited institution, print out the course description from the selected institution's catalog, and bring this to the Dean's office for pre-approval. Once a course is approved by the Dean's Office, and successfully completed at the other institution, students have an official copy of the transcript sent to WNE to be posted to their transcript.

In the case of course substitutions on campus (due to changes in curriculum, courses missed in a sequence) the Dean's office staff confers with the Chairperson of the content department to identify an appropriate course offering in the catalogue based on course content, and then confers with the Education department chairperson to determine if the course also meets the SMKs. In cases where there is not a similar course offered in the semester needed (graduating senior for example), an independent study, or special arrangement is organized for the student to be able to successfully complete their program appropriately (paperwork completed through the Dean's Office).

Waiver Request for Education Program Requirement Form

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

Prepracticum Documents

- ED 301 Prepracticum Requirements Checklist
- ED 301 Prepracticum Activities (PPAs) 1 - 9
- ED 301 Prepracticum Evaluation Form
- ED 301 Approval Form for Field Study
- ED 301 Record of Prepracticum Hours
- ED 365 Prepracticum Requirements Checklist
- ED 365 Prepracticum Activities (PPAs) 1 - 9
- ED 365 Prepracticum Evaluation Form
- ED 365 Record of Prepracticum Hours
- ED 403 Field Experience Activities (FEAs) 1 – 11
- ED 403 Prepracticum Evaluation Form
- ED 403 Record of Prepracticum Hours

ED 301 Prepracticum Documents

- ED 301 Prepracticum Requirements Checklist
- ED 301 Prepracticum Activities (PPAs) 1 - 9
- ED 301 Prepracticum Evaluation Form
- ED 301 Approval Form for Field Study
- ED 301 Record of Prepracticum Hours

ED 301 Prepracticum Requirements Checklist

Secondary Education Pre-Practicum Requirements Check List

First Pre-Practicum (ED 301)

NAME: _____ DATE: _____ PP #: __1____/3_

CT: _____ SUBJECT: _____ CAMPUS: _____

CHECK LIST OF ASSIGNMENTS

PPA #1 Intro Letter to CT	
PPA #2 Getting to Know Your Students	
PPA #3 Getting to Know Your Students, Part II	
PPA #4 Classroom Management Observation	
PPA #5 Grouping and Special Populations	
PPA #6 Transitions	
PPA #7 Lesson Planning and Technology	
PPA #8 Assessing Student Learning	
PPA #9 Final Reflection	
Log-in Sheet (signed by CT)	
Pre-Practicum Evaluation Form from CT	

DUE DATE:

ED 301 Prepracticum Activities (PPAs) 1 - 9

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #1: Introducing Yourself to Your Cooperating Teacher: The Pre-Practicum Activities (PPAs) are tied directly to your pre-practicum requirements and expectations in order to be fully prepared for your practicum (student teaching) semester over the fall of your senior year. You will need to be involved in the activities outlined in the PPAs. Ideally, you will be involved in much, much more. What you will get out of these pre-practicums is what you put into it, and these activities will make for an easier transition to your practicum.

Develop a one-page (minimum) autobiographical letter that introduces yourself to your cooperating teacher (CT) as if meeting for the first time. Include autobiographical information and a personal statement of your goals and ambitions as a teacher. At the discretion of your CT, he or she might choose to send a copy of this letter home to the parents of your students. Please be critically aware of punctuation, spelling, and grammar. This letter could be the first impression you make on professionals and members of the community. Prepare the letter in the appropriate format, with a personal greeting and closing.

Please complete the letter electronically and email it to me (raymond.ostendorf@wne.edu). I will provide some feedback/proofing reading and return it to you to send to your cooperating teacher.

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #2: Getting to Know Your Students (and Their Services):

With your CT's input, select a period/block of the course he/she teaches that will be your focus. Make a chart with the information listed below. Please seek your CT's input, rather than make assumptions for this PPA. If your CT is unsure or still learning about any aspect of the information, that's fine, just indicate it in your answers to the questions.

- a. How many males? Females?
- b. What is the cultural diversity of the class (e.g., racial/ethnic makeup)? List the cultural diversity and the number of students in each group.
- c. Are there students who speak a language other than English as their native language? List the students and the languages. How is it accommodated in their instruction?
- d. What type of support (outside of the classroom) is available for students who are English Language Learners? For example, is there a teacher who helps coordinate services?
- e. How did/do the teachers on your campus meet the new required SEI endorsement?
- f. Are there students with IEPs or 504 Plans who require accommodations or special education support in the class? Discuss the accommodations with your CT that are required for each student in the class. Indicate the accommodations, and the outcomes of the discussion you had, in your answer.
- g. Can you tell, based on your observation, what accommodations are being made? For example, some of the accommodations might be happening behind the scene, while others accommodations might be more visible and noticeable.
- h. Is there tracking for the classes or in the school (e.g., Pre-AP, AP, or other forms of tracking)?
- i. Are there any other considerations that might make this period/block unique?

Email your PPA #2 to Ray when you have finished (raymond.ostendorf@wne.edu).

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #3: Getting to Know Your Students, Part II:

Select a period/block of the course when your CT is teaching a lesson. Observe the students during a lesson. Note the students who are interested, active participants. Use initials or other features that would not personally identify any one student in the class (per confidentiality). Note those students who seem to be off-task, daydreaming, or somehow less involved with the lesson.

1. Summarize your observations and write a brief description as to why some students may not have been paying full attention. Why do you think this was the case?
2. Next, please write:
 - At least five ideas you have for getting the non-involved students into the lesson.
 - At least one idea that you can feature in your current role in the pre-practicum.
 - At least two ideas that you can feature as soon as you start your practicum and lead teach lessons.

Email your completed activity to Ray at raymond.ostendorf@wne.edu.

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #4: Classroom Management Observation:

Select a period/block of the course when your CT is teaching a lesson. Observe how the teacher supports his/her classroom management with his/her students during a lesson. Use the tally sheet below to record the CT's reinforcements to address student behaviors. After you complete the tally sheet, use the remainder of the form to summarize the types of management techniques that you observed.

Email the form to Ray (raymond.ostendorf@wne.edu) in order to receive full credit to complete your pre-practicum requirements.

Reinforcement Used by Cooperating Teacher

Verbal

of instances (use tally marks)

1. Acknowledges, agrees, complies
2. Praises
3. Asks for status
4. Suggests, guides
5. Feedback, cites reason
6. Corrects with criticism
7. Questions for control
8. Questions, states management rule
9. Directs with reason
10. Directs without reason
11. Uses time pressure
12. Reminds, repeats directions
13. Interrupts, cuts off
14. Supervises closely
15. Uses humor to redirect attention

Physical

of instances (use tally marks)

1. Nods, smiles, facial feedback
2. Waits (physical and deliberate)
3. Gestures
4. Shakes head, eye contact
5. Takes equipment, materials
6. Signals
7. Glares, frowns
8. Ignores
9. Proximity (teaches closer to the student)

Student(s) observed demonstrating off-task behaviors (use pseudonyms):

Reinforcement typically used by the teacher (see tally sheet):

Verbal:

Physical:

Redirections:

Other management techniques:

Questions about the teacher's responses:

Your reactions, reflection, and/or summarization:

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #5: Grouping and Special Populations

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other PPAs, or it could be a new period.

Email your completed assignment to Ray at raymond.ostendorf@wne.edu in order to receive full credit to fulfill your pre-practicum requirements.

Please complete the following and record your answers, either in a write-up or question by question. To complete the first question, you will need to ask your CT. For the remainder, complete them during an in-class observation and keep your eyes on the clock for documenting timing, etc., while your CT is teaching:

1. Ask your CT if he or she uses a particular grouping strategy for this period/block. For example, are the students in heterogeneous groups (e.g., different levels of readiness) or homogeneous groups (e.g., same levels of readiness)?
2. Do the students get to select whom they work with during independent practice (or any other part of the lesson)? How is this communicated to the students?
3. How much time are the students learning, working, or otherwise applying the skills of the lesson **independently**? A percentage of the class time is acceptable for your answer. Include in your description what it looks like (e.g., students seated at their desks, separated by rows)?
4. How much time are the students learning, working, or otherwise applying the skills of the lesson **collaboratively**? A percentage of the class time is acceptable for your answer. Include in your description what it looks like (e.g., pods of students, each seated at their own desk, grouped by 3-4 students)?
5. Include a few sentences to record your thoughts or feedback pertaining to the grouping strategies shared by the CT and observed during the lesson. Include your responses to these two questions: What do you think of the approaches? Could you gauge whether the students were on track to meet the lesson objective while they were working independently or collaboratively?
6. Did any questions emerge from this assignment (e.g., something you want to clarify, or would like to explore further)?

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #6: Transitions

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other PPAs, or it could be a new period.

Email your completed assignment to Ray at raymond.ostendorf@wne.edu in order to receive full credit to fulfill your pre-practicum requirements.

Effective transitions are key to using your time purposefully when you are teaching. Transitions, for the purposes of this assignment, include the number of ways that your CT is using to communicate his/her expectations for how the students should be using their time as they are completing any aspect of the lesson.

Please complete the following and record your answers, either in a write-up or question by question.

1. How do the students know what they need to do when they come into the classroom? For example, is there a “Warm Up” or a “Do Now” that sets the stage for the lesson?
2. How do the students know the expectations for the time that they will be given to complete any aspect of the lesson? Is it explicitly stated? How is it communicated to the students? How does the teacher monitor it?
3. What does your CT say/do to signal to the students that it is time to move on to the next part of the lesson (e.g., guided practice to independent practice)? If it is not said or signaled, how was it communicated to the students?
4. Near the end of the lesson, what does your CT say, do, or provide for his/her students in order to summarize the lesson/lesson objective? What is the students' role during this time?
5. What was your overall take on the transitions in the lessons? Include at least one thing you'd want to feature in your practice. Do you have any reservations or questions you wish you could ask your CT to clarify?

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #7: Lesson Planning and Integrating Technology

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other PPAs, or it could be a new period.

Email your completed assignment to Ray at raymond.ostendorf@wne.edu in order to receive full credit to fulfill your pre-practicum requirements.

We will be covering lesson planning, from start to finish, when you take ED 403: Methods of Teaching in Secondary Schools over the fall of your senior year. The methods that teachers use to write their lesson plans vary as widely as there are teachers – some school administrators may provide strict guidelines for writing lesson plans, while others may rely on a “green book” or a unit-calendar indicating, loosely, which objective would be taught over which day. In ED 403, we will also be collecting resources (e.g., websites, apps) to support the student learning.

1. Based on several hours of observing, what can you infer about how your CT organizes his/her lesson delivery? You do not need to have access to the CT's lesson plans, but can you make any conclusions as to the flow of how he/she delivers his/her lesson from your observations? Describe how the lessons flow, from start to finish.
2. We live in a high-tech world where our students are often integrating technology into their own personal lives (e.g., impact of social media, etc.). How is your CT integrating technology into any given lesson that you have been observing? Be descriptive and specific. What websites were featured? Was a document camera (doc cam) used regularly to project key information? Use this prompt to provide a description of how your CT is integrating technology into a lesson you have been observing.
3. What technology or multimedia sources were new to you?
4. What technology or multimedia sources would you add to the lesson if you were teaching it?

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #8: Assessing Student Learning

During a time when your CT is not teaching, ask him or her how they typically assess student learning. Teachers will, of course, use informal ways to assess student learning all throughout the lesson. For the purposes of PPA #8, we will be looking at more formal assessments. Typically, assessments are cyclical (diagnostic, formative, then summative), repeating in intervals that are appropriate and aligned with the content curriculum. We explored the role of these assessments in ED 120.

Ask your CT the following questions and record each of your answers in a paragraph (three sentence minimum):

- What do you typically use as a diagnostic assessment for your students? At what point in the school year does this usually take place?
- What are examples of formative assessments that you use in your classroom? How do you use the formative assessments to support your students' learning?
- What are examples of summative assessments that you use in your classroom? What happens with the data that you collect from the summative assessments?

Email your complete assignment to Ray at raymond.ostendorf@wne.edu in order to receive full credit to fulfill your pre-practicum requirements.

Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #9: Final Reflection – Halos and Horns

For the final PPA, you will write an annotated list of 3 “halos” and 2 “horns” based on your experiences completing this first round of pre-practicum requirements. The qualities of a “halo” would be what have you learned from observing your CT teach that you wish to incorporate into your own repertoire when you student teach in your practicum, and beyond. For example, a halo might have been how your teacher used a sense of humor to keep students engaged during her direct teaching.

The qualities of a “horn” would be what questions or concerns still remain after completing your pre-practicum requirements. After completing such a time-intensive requirement, you will likely have seen something happen in the class where you might have been uncertain what you would do if it happened to you while teaching, etc. For example, a horn might have been that there was an unannounced fire drill in the middle of one of the lessons and you were not sure what you should do.

Please be candid and brief in your responses. Create a list, but annotate the list in order to describe why these were either your “halos” or “horns.” Email this ninth (and final) PPA to Ray at raymond.ostendorf@wne.edu.

Final checklist of materials to send to Ray in order to receive full-credit for this first round of 25 pre-practicum hours:

- ✓ PPA #1-9 emailed to Ray by TBA.
- ✓ Login sheet recorded all 25 hours, with my CT’s signature by TBA.
- ✓ Pre-Practicum feedback form completed by my CT and returned to Ray by TBA.

Note: Failure to include any of the items listed above could result in having to repeat the pre-practicum requirements and could impede your ability to progress to the practicum and education intensive courses in the fall of your senior year.

ED 301 Prepracticum Evaluation Form

Pre-Practicum Evaluation Form - ED 301

Student Name_____

Cooperating Teacher_____

School/Grade_____

Semester_____

Please provide specific feedback on the student’s participation in your classroom during this 25- hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student’s practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Signature _____ Date_____

Please return the completed form to Dr. Raymond Ostendorf, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Raymond Ostendorf.

Thank you

ED 301 Approval Form for Field Study

APPROVAL FORM FOR FIELD STUDY

Secondary Education Program

Student Name: _____ Semester and Year: _____

School Site: _____

Total Hours: _____

Signatures:

Supervising Practitioner

Date

Comments: _____

Western New England University Faculty

Date

ED 301 Record of Prepracticum Hours

RECORD OF PRE-PRACTICUM HOURS

One of your requirements for the Secondary Education major include completing three separate pre-practica of at least 25-hours each. This must be completed before your student teaching practicum during the fall of your senior year. Typically, you would complete one pre-practicum during your sophomore year, one during your junior year, and the final round at your practicum site between August and September of your senior year.

Failure to provide accurate records of attendance and participation may constitute a violation of academic integrity and will be addressed as such.

When you have reached 25 pre-practicum hours, please return the record to Prof. Ray Ostendorf in E-108.

Note: verification of records may occur.

ED 365 Prepracticum Documents

- ED 365 Prepracticum Requirements Checklist
- ED 365 Prepracticum Activities (PPAs) 1 - 9
- ED 365 Prepracticum Evaluation Form
- ED 365 Record of Prepracticum Hours

ED 365 Prepracticum Requirements Checklist

**Secondary Education Pre-Practicum Requirements Check List
Second Pre-Practicum (ED 365)**

NAME: _____ DATE: _____ PP #: 2 / 3

CT: _____ SUBJECT: _____ CAMPUS: _____

CHECK LIST OF ASSIGNMENTS

PPA #1 Intro Letter to CT	
PPA #2 Expectations and Requirements Meeting	
PPA #3 Intro Letter to Students and their Families	
PPA #4 Getting to Know Your Students	
PPA #5 UDL in Action	
PPA #6 Assessing Student Learning	
PPA #7 Cultural Relevance of Your Lesson	
PPA #8 Lesson Plan	
PPA #9 Reflection	
Log-in Sheet (signed by CT)	
Pre-Practicum Evaluation Form from CT	

DUE DATE:

ED 365 Prepracticum Activities (PPAs) 1 - 9

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #1: Introducing Yourself to Your Cooperating Teacher: The Pre-Practicum Activities (PPAs) are tied directly to your pre-practicum requirements and expectations in order to be fully prepared for your practicum (student teaching) semester over the fall of your senior year. You will need to be involved in the activities outlined in the PPAs. Ideally, you will be involved in much, much more. What you will get out of these pre-practicums is what you put into it, and these activities will make for an easier transition to your practicum.

The second set of PPAs is different from the first set of PPAs that you already completed. The second set is designed to help you get more practical experience, cumulating with the opportunity to guest teach in your cooperating teacher's classroom. The second set of PPAs are aligned with your opportunity for practice in mind. They ought to be completed in order (PPA #1 first, PPA #2 second, etc.).

Directions: For PPA #1, please develop a one-page (minimum) autobiographical letter that introduces yourself to your cooperating teacher (CT) as if meeting for the first time. Include autobiographical information and a personal statement of your goals and ambitions as a teacher. Please be critically aware of punctuation, spelling, and grammar. This letter could be the first impression you make on professionals and members of the community. Prepare the letter in the appropriate format, with a personal greeting and closing.

Please complete the letter electronically and email it to Ray (raymond.ostendorf@wne.edu). He will provide some feedback/proofing reading and return it to you to send to your CT.

Pre-Practicum Activities for Secondary Education Majors
Western New England University – 2018-19

PPA #2: Pre-Practicum Expectations and Requirements Meeting:

Pre-Practicum Expectations and Requirements

Now that you have a pre-practicum site, a cooperating teacher (CT), and have provided your CT with your autobiographical letter, you will need to set up a time to meet with your CT to discuss your pre-practicum expectations and requirements. This meeting should happen *no later than* the second visit to the pre-practicum site.

You should provide your CT with a copy of the pre-practicum packet during this meeting. The pre-practicum packet consists of hard-copies of: your PPA checklist, PPA #1-9, your login sheet, and the CT Evaluation form. Ray will email you with an electronic copy of the documents and a hard copy of the documents (making up the pre-practicum packet) for you to give to your CT.

Guidelines: During your conference, discuss each item on the following list. You will need to turn in the outcomes of each of the items, so please be sure to answer each question fully and completely.

- What are your planned days/times to complete your pre-practicum hours?

- What are the school and class arrival procedures?

- Are there any school policies that must be followed by pre-practicum students?

- How should you let your CT know if you will be absent?

- Ask about expectations that the CT has of you as you work within his/her room and with the students (before you guest teach). Include them, here.

- Are there any additional requests or responsibilities that your CT has for you while you are completing your pre-practicum?

- At the secondary level, there will be one class/period of focus for your pre-practicum, where you will get to know the students well and be more involved. It should be a class/period that you can

consistently plan to see as part of your pre-practicum schedule. Which class/period would be the best fit? When does this class typically meet?

- You will also be preparing a lesson to guest teach over the second-half of your pre-practicum. Discuss with your CT when your guest teaching would be preferable for him/her. It's okay for it to be tentative at the moment, but it will be an expectation by the end of the pre-practicum. Please indicate the outcome of the discussion.

- You will be writing a lesson plan for the lesson you're guest teaching. Typically, the lesson plan is due at least 48-hours before you teach the lesson to your CT. Is this policy acceptable to your CT? Would he/she prefer a hard copy of an electronic copy?

- When is your anticipated end date for your pre-practicum?

Please be sure to exchange contact information with your CT, including your email and phone number or any other best possible ways to stay in touch with one another. Last, provide them with Ray's contact information and encourage him/her to reach out at any time.

Dr. Raymond J. Ostendorf
Assistant Professor of Education
Western New England University
413-687-4171 (cell)
raymond.ostendorf@wne.edu

Email your PPA #2 to Ray (raymond.ostendorf@wne.edu) when you have finished the expectations and requirements meeting with your CT. Your PPA #2 should have written or typed answers to each of the guideline items.

Pre-Practicum Activities for Secondary Education Majors
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PPA #3: Introducing Yourself to Your Students and Their Families: The Pre-Practicum Activities (PPAs) are tied directly to your pre-practicum requirements and expectations in order to be fully prepared for your practicum (student teaching) semester over the fall of your senior year. You will need to be involved in the activities outlined in the PPAs. Ideally, you will be involved in much, much more. What you will get out of these pre-practicums is what you put into it, and these activities will make for an easier transition to your practicum.

As a reminder, the second set of PPAs is different from the first set of PPAs that you already completed. The second set is intended to help you get a more practical experience, cumulating with the opportunity to guest teach in your CT's classroom. The second set of PPAs are aligned with your opportunity for practice in mind. They ought to be completed in order (PPA #1 first, PPA #2 second, etc.).

Directions: Now that you have selected a class to teach during your pre-practicum, please develop a one-page (minimum) letter to introduce yourself to your students and their families in this setting. Items to consider adding to the letter include: (1) your hopes and goals for your students during the lesson you'll be teaching; and, (2) your invitation to the parents of your students to be active participants in your pre-practicum. The letter should be typed, double-spaced, and in the appropriate format (including a personal greeting, closing, etc.).

Your CT will be encouraged to send a copy of this letter home to the families of your students so please be critically aware of punctuation, spelling, and grammar.

Please complete the letter electronically, share it with your CT, and email it to Ray (raymond.ostendorf@wne.edu) when you have finished.

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PPA #4: Getting to Know Your Students:

Now that you have introduced yourself to your CT, students, and their families and reviewed the expectations and requirements for the second set of PPAs, you should have a period of the course that will be your focus. This will be the class where you will guest teach.

To help you prepare to meet the diverse needs of the students in the class, make a chart with the information listed below. Seek your CT's input, rather than make assumptions for this activity. If your CT is unsure or still learning about any aspect of this information, that's fine, just indicate it in your answers to the questions. Your chart should include the answers to each of the following questions:

In this class period...

- a. How many males? Females? Are there any students who identify as non-binary or transgender?
- b. What is the cultural diversity of the class (e.g., racial/ethnic makeup)? List the cultural diversity and the number of students in each group.
- c. Are there students who speak a language other than English as their native language? List the students and the languages. How is it accommodated in their instruction?
- d. Are there students with IEPs or 504 Plans who require accommodations or special education support in the class? Discuss the accommodations with your CT that are required for each student in the class. Indicate the accommodations, and the outcomes of your discussion, in your answer.
- e. Can you tell, based on your observation, whether there tends to be any differentiating happening in the classroom? Recall that it could appear with the content, process, and/or product from the lesson. Recall that it could be done based on the students' learning profiles, interests, or readiness levels. Describe it. Ask your CT if you are unsure, or you cannot tell how differentiating is occurring based solely on your observations.
- f. Are there any other considerations that might make this period/block unique (e.g., Pre-AP, inclusion period, etc.)?

Email your PPA #4 to Ray when you have finished (raymond.ostendorf@wne.edu).

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PPA #5: Universal Design for Learning (UDL) in Action

For the class that you and your CT have selected for you to guest teach, plan to observe at least one lesson when your CT will be teaching. In order to help you prepare to meet the diverse learning needs of the students who you will be guest teaching, PPA #5 is designed for you to link UDL-informed practices with what you are seeing happen in the classroom. When you design your lesson plan to guest teach in this pre-practicum, you will be asked to include at least three UDL-informed practices. This PPA will help you prepare.

Directions: Use the UDL Guidelines – Educator Worksheet on pages 2-3 to record when/how your CT is using the UDL Guidelines as he/she is teaching a lesson. Effective teachers are often using these strategies intuitively, always considering the accessibility of the lessons for their students. It is up to you to link what he/she is doing with any specific UDL-informed practice.

After you have finished, record at least three UDL-informed practices that you can be planning to use when you guest teach.

Please note:

- For this PPA, you will need to use your laptop computer or you can print this PPA and modify the UDL Guidelines – Educator Worksheet in order to give yourself ample space to record your notes and observations in the space provided (i.e., give yourself plenty of space in the “Your Notes” column).
- If you are unclear as to what the UDL practice would look like in the classroom, the Educator Worksheet includes hyperlinks to the CAST website that will further illustrate them for you. In fact, each item on the worksheet includes a hyperlink to illustrate the practice. Use these resources.

Email your PPA #5 to Ray when you have finished (raymond.ostendorf@wne.edu).

I. <u>Provide Multiple Means of Representation:</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 <u>Offer ways of customizing the display of information</u>	
1.2 <u>Offer alternatives for auditory information</u>	
1.3 <u>Offer alternatives for visual information</u>	
2. <u>Provide options for language, mathematical expressions, and symbols</u>	
2.1 <u>Clarify vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	
2.4 <u>Promote understanding across language</u>	
2.5 <u>Illustrate through multiple media</u>	
3. <u>Provide options for comprehension</u>	
3.1 <u>Activate or supply background knowledge</u>	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing, visualization, and manipulation</u>	
3.4 <u>Maximize transfer and generalization</u>	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes
4. <u>Provide options for physical action</u>	
4.1 <u>Vary the methods for response and navigation</u>	
4.2 <u>Optimize access to tools and assistive technologies</u>	
5. <u>Provide options for expression and communication</u>	
5.1 <u>Use multiple media for communication</u>	
5.2 <u>Use multiple tools for construction and composition</u>	
5.3 <u>Build fluencies with graduated levels of support for practice and performance</u>	
6. <u>Provide options for executive functions</u>	
6.1 <u>Guide appropriate goal setting</u>	
6.2 <u>Support planning and strategy development</u>	
6.3 <u>Facilitate managing information and resources</u>	
6.4 <u>Enhance capacity for monitoring progress</u>	

III. <u>Provide Multiple Means for Engagement:</u>	Your notes
7. <u>Provide options for recruiting interest</u>	
7.1 <u>Optimize individual choice and autonomy</u>	
7.2 <u>Optimize relevance, value, and authenticity</u>	
7.3 <u>Minimize threats and distractions</u>	
8. <u>Provide options for sustaining effort and persistence</u>	
8.1 <u>Heighten salience of goals and objectives</u>	
8.2 <u>Vary demands and resources to optimize challenge</u>	
8.3 <u>Foster collaboration and community</u>	
8.4 <u>Increase mastery-oriented feedback</u>	
9. <u>Provide options for self-regulation</u>	
9.1 <u>Promote expectations and beliefs that optimize motivation</u>	
9.2 <u>Facilitate personal coping skills and strategies</u>	
9.3 <u>Develop self-assessment and reflection</u>	

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The three (minimum) UDL-informed practices I could feature when I guest teach include:

1.

2.

3.

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PPA #6: Assessing Student Learning

For the class that you and your CT have selected for you to guest teach, you will need to consider the role of assessment in the lesson. During a time when your CT is not teaching, ask him/her how he/she typically assess student learning. Teachers will, of course, use informal ways to assess student learning all throughout the lesson. For the purposes of PPA #6, we will be looking at more formal assessments. Typically, assessments are cyclical (diagnostic, formative, then summative), repeating in intervals that are appropriate and aligned with the content curriculum. We explored the purpose for each of these assessments in ED 120.

Ask your CT questions #1-4 and record each of your answers in a paragraph (three sentence minimum):

1. What does your CT typically use as a diagnostic assessment for his/her students? At what point in the school year does this usually take place?
2. What are examples of formative assessments that your CT uses in the classroom? How does he/she use the formative assessment data to support your students' learning?
3. What are examples of summative assessments that your CT uses in the classroom? What happens with the data that he/she collects from the summative assessments?
4. With your CT's input, identify the diagnostic and summative assessments for the unit for the lesson you are preparing for when you guest teach. You will also need to include this information in your lesson plan. Around what part of the unit will your lesson be taking place (e.g., beginning, mid-way, closer to the end)?
5. Based on the questions you've asked, your observations, and working with the students so far, list at least three forms of formative assessments you'll use in the lesson you'll guest teach. They can be formal or informal, but should be descriptive.

○

○

○

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PPA #7: Cultural Relevance of Your Lesson

“Learn them so you can teach them.” – Erik Seaholm

For the class that you and your CT have selected for you to guest teach, use this PPA to ensure that the lesson you are preparing is culturally relevant for the students. To help you prepare, refer back to the PPA #4: Getting to Know Your Students.

From PPA #4, record the following information that you have already received about the class:

- How many males? Females? Are there any students who identify as non-binary or transgender?

- What is the cultural diversity of the class (e.g., racial/ethnic makeup)? List the cultural diversity and the number of each group.

- Are there students who speak a language other than English as their native language? List the students and their languages. How is it accommodation in their instruction?

As your CT the following question to help best plan for the students in your lesson. Record your answer to one of the two following questions:

- Approximately what percentage of the students in the class come from low-socioeconomic status?

- If your CT is unsure, what percentage of the students in the school are either titled “high needs” or “economically disadvantaged?” Follow the link to this website: <http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238#W> then, select “Public Schools”. Under the school district’s name, select the name of the campus. Next, select “Students” and then “Selected Populations”. The information is provided on this site.

Now that you have some of the information on the diverse backgrounds of your students, indicate how the lesson you are planning will have the students’ diverse cultures considered as part of the lesson. How is the lesson related to the different aspects of their cultures and backgrounds?

Student Feature	How My Lesson Will Be Addressing It...
Gender	
Culture (e.g., race, ethnicity, religion)	
Language (e.g., ELLs)	
Socioeconomic status	

To help you complete PPA #7, you may refer back to the Jensen (2013) reading on the impact of poverty on classroom engagement from ED 120. You might also refer to X, X, and X from Professor Patterson’s ED 275 course.

Email Ray (raymond.ostendorf@wne.edu) for additional ideas, resources, and copies of the readings if you need them.

Email your PPA #7 to Ray when you have finished (raymond.ostendorf@wne.edu).

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PPA #8: Lesson Plan:

For the lesson that you and your CT have selected for you to guest teach, prepare a formal lesson plan using the WNE Lesson Template. If it is an appropriate fit, you may use the final draft version of a plan that you've already written for ED 120 or ED 275. However, you will still need to include evidence from PPA #5-7 in the plan to help illustrate how the lesson will be adapted for the set of students you have in your pre-practicum.

On pages 2-3 of this PPA, you will find the lesson plan template that your lesson plan will need to follow. Be sure that each of its seven sections are completely addressed. You will also need to include the following information from earlier PPAs in the appropriate sections of your lesson plan:

PPA #	Please include...	Where it should appear in your lesson plan...
5	At least three UDL-informed practices that you have previously identified.	Methodology
6	The diagnostic assessment that is relevant for the lesson (if applicable).	Specific Rationale
6	At least three forms of formative assessments you will be featuring. Include them in the Assessment section of your lesson plan.	Assessment
6	The summative assessment that is relevant for the lesson.	Assessment
7	A statement about how the lesson is culturally relevant for the students in the lesson. This can include such features as gender, race/ethnicity, language, and/or socioeconomic status.	Methodology

You will need to provide your CT will a copy of your lesson plan at least 48-hours in advance of teaching from it¹. Either email it to him or her, or provide a hard-copy depending on his/her preference.

Email your PPA #8 to Ray when you have finished (raymond.ostendorf@wne.edu) in order to receive credit toward this requirement of your second pre-practicum.

¹ The timeframe may be different only if your CT agreed to it during your requirements and expectations meeting at the start of your pre-practicum.

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 learning.

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)

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PPA #9: Reflection

“We do not learn from experience... we learn from reflecting on experience.” – John Dewey

This final activity is meant to be completed after you have taught the guest lesson in your pre-practicum and when you are nearing the end of your 25-hours (minimum) of experience. Developing the habit of a reflective practice is an important act that teachers use throughout their careers. Self-reflection, combined with feedback from your CT, can help you celebrate the strengths of the lesson, as well as set goals for the next time you would be teaching.

In your expectations and requirements meeting with your CT, you reviewed the CT Pre-Practicum Evaluation Form that your CT will be completing when you finish your pre-practicum. In order to prepare you to “see” the evaluation from the perspective of your CT, and to get into the practice of highlighting the actions and evidence that we will be seeking from you when you begin your practicum, PPA #9 is designed to have you complete your own version of the CT Feedback Form as a form of self-reflection.

The chart, below, features the Professional Standards for Teaching (PSTs) developed by MA’s Department of Elementary and Secondary Education (DESE). Please provide specific feedback on your participation in the pre-practicum during your 25-hour pre-practicum.

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Please email Ray with any questions as you are preparing this PPA.

Email your PPA #9 to Ray when you have finished (raymond.ostendorf@wne.edu). Congratulations on completing your second pre-practicum!

Final checklist of materials to send to Ray in order to receive full-credit for this second round of 25 pre-practicum hours:

- ✓ PPA #1-9 emailed to Ray by TBA.
- ✓ Login sheet recorded all 25 hours, with my CT's signature by TBA.
- ✓ Pre-Practicum feedback form completed by my CT and returned to Ray by TBA.

Note: Failure to include any of the items listed above could result in having to repeat the pre-practicum requirements and could impede your ability to progress to the practicum and education intensive courses in the fall of your senior year.

ED 365 Prepracticum Evaluation Form

Pre-Practicum Evaluation Form - ED 365

Student Name _____

Cooperating Teacher _____

School/Grade _____

Semester _____

Please provide specific feedback on the student’s participation in your classroom during this 25- hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student’s practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Signature _____ Date _____

Please return the completed form to Dr. Raymond Ostendorf, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Raymond Ostendorf.

Thank you

ED 365 Record of Prepracticum Hours

RECORD OF PRE-PRACTICUM HOURS

One of your requirements for the Secondary Education major include completing three separate pre-practica of at least 25-hours each. This must be completed before your student teaching practicum during the fall of your senior year. Typically, you would complete one pre-practicum during your sophomore year, one during your junior year, and the final round at your practicum site between August and September of your senior year.

Failure to provide accurate records of attendance and participation may constitute a violation of academic integrity and will be addressed as such.

When you have reached 25 pre-practicum hours, please return the record to Prof. Ray Ostendorf in E-108.

Note: verification of records may occur.

ED 403 Prepracticum Documents

- ED 403 Field Experience Activities (FEAs) 1 – 11
- ED 403 Prepracticum Evaluation Form
- ED 403 Record of Prepracticum Hours

ED 403 Field Experience Activities (FEAs) 1 – 11

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FEA #1: CONTACT INFORMATION:

This class is tied to your final pre-practicum. The Field Experience Activities (FEAs) are designed to help facilitate your transition from the pre-practicum to practicum, when you will be lead teaching and assuming more responsibilities within the classroom. The FEAs represent a bare minimum of what you will be expected to do while you are involved in your pre-practicum. What you will get out of your final pre-practicum is what you put into it; so, in addition to the FEAs, you should be actively involved with the teaching and student learning to the fullest extent possible beginning in your pre-practicum. Each activity is worth up to 2 points (20 points total; 22.5% of Final Grade). *Course Objectives 1-8*

Directions: Please complete this information after you first meet your cooperating teacher. Typically, this will be completed on the first day of the school year/the first day when you two meet. You may submit the assignment over Dropbox or provide me with a hard copy in class. Due: 8/29.

TEACHER CANDIDATE CONTACT FORM

Teacher candidate:

Content Area:

Preferred phone:

Alternate Phone (optional):

E-mail:

Mailing address:

COOPERATING TEACHER CONTACT FORM

Cooperating Teacher:

High School:

Content Area:

Grade Level(s) Taught:

Preferred phone:

Alternate Phone (optional):

E-mail:

Preferred Contact Method:

Mailing address:

Rubric for Evaluation:

2 points	1 point	0 points
All of the information is present and submitted on time.	Some of the information is missing and/or late.	Information is not present and/or late.

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FEA #2: Introduction Letter: This class is tied to your final pre-practicum. The Field Experience Activities (FEAs) are designed to help facilitate your transition from the pre-practicum to practicum, when you will be lead teaching and assuming more responsibilities within the classroom. The FEAs represent a bare minimum of what you will be expected to do while you are involved in your pre-practicum. What you will get out of your final pre-practicum is what you put into it; so, in addition to the FEAs, you should be actively involved with the teaching and student learning to the fullest extent possible beginning in your pre-practicum. Each activity is worth up to 2 points (20 points total; 22.5% of Final Grade). *Course Objectives 1-8*

Directions: This introduction letter is different from the other letters you've prepared in your other two pre-practica. This time, half of the letter is meant to be autobiographical, the other half stating broad goals for your practicum this fall. The letter should be at least one-page, typed, double-spaced, and in the appropriate format for a letter (e.g., include a personal greeting, closing, etc.). First, include autobiographical information to introduce yourself to your cooperating teacher (CT) as if you are meeting for the first time. This should also include a personal statement of your goals and ambitious as a teacher. Next, please include: (1) a message to the students sharing your hopes and goals for them during your time together; and, (2) a message to every family of the students, indicating your encouragement for them to become active participants in your practicum.

Your CT will be encouraged to send a copy of this letter home to the families of your students. Please be critically aware of punctuation, spelling, and grammar. This letter could be the first impression you make on other educators and members of the community you will be serving.

Please complete the letter electronically, share it with your CT, and upload it over dropbox. Due: 8/30.

Rubric for Evaluation:

2 points	1 point	0 points
The letter introduces the teacher candidate, includes hopes/goals for students, invites families to be involved, AND contains acceptable punctuation, spelling, and grammar.	The letter introduces the candidate BUT may be missing hopes/goals for students, an invitation to families to be involved, AND/OR contain a handful (2-4) punctuation, spelling, or grammar mistakes.	The letter does not introduce the candidate OR is missing hopes/goals for students, an invitation to families to be involved, AND/OR contains a distracting number of punctuation, spelling, or grammar mistakes.

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FEA #3: Getting to Know Your Cooperating Teacher: This class is tied to your final pre-practicum. The Field Experience Activities (FEAs) are designed to help facilitate your transition from the pre-practicum to practicum, when you will be lead teaching and assuming more responsibilities within the classroom. The FEAs represent a bare minimum of what you will be expected to do while you are involved in your pre-practicum. What you will get out of your final pre-practicum is what you put into it; so, in addition to the FEAs, you should be actively involved with the teaching and student learning to the fullest extent possible beginning in your pre-practicum. Each activity is worth up to 2 points (20 points total; 22.5% of Final Grade). *Course Objectives 1-8*

Directions: Arrange an initial meeting with your CT either before or after school or during a break in the teacher’s day. During this initial meeting discuss each item on the following list.

- ❑ Obtain copy of your CT’s personal schedule, as well as the class schedule.
- ❑ Compare the WNE and the school calendar for any conflicts. Check the dates of special events or meetings at your school. You may need (or want) to attend special school events.
- ❑ Check on school and class arrival procedures.
- ❑ Find out if your teacher prefers you to call him/her at school or home if you have any questions or if you will be absent. Get the appropriate phone numbers. **If you are ill and cannot attend school, you must call your cooperating teacher before the start of the school and, AND inform Ray.**
- ❑ Ask about expectations that the teacher has of you as you work within his/her room and with the students.
- ❑ Are there any guidelines as to where you may or may not park?
- ❑ Are there any school policies that must be followed by WNE students/student teachers?
- ❑ Is there information about any children with special needs in your class that you should know?
- ❑ Discuss your pre-practicum requirements (use your ED 403 syllabus) with your CT.
- ❑ Review with your teacher his or her particular format for writing lesson plans. As you review the format, keep in mind that there are almost as many lesson plan formats as there are teachers! Many teachers use the “plan book” format and a brief outline that they must give the principal on a weekly basis. Other teachers do not feel constrained by the traditional “green plan book” and have their own methods of assembling and saving lesson plans.

Write up a one-page minimum response of what you learned from this conversation. Provide answers to each of these items. Upload your assignment over dropbox. Due: 9/4.

Rubric for Evaluation:

2 points	1 point	0 points
Information clearly communicated over the write up - evidence that the conversation happened and covered each of the topics as necessary.	Some of the information from the assignment was not addressed in the write up, or was inadequately descriptive.	Much of the information was not present on the write up, and was inadequately descriptive.

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FEA #4: Getting to Know Your Students (and Their Services):

With your CT's input, select a period/block of the course he/she teaches that will be your focus. Make a chart with the information listed below. Please seek your CT's input to complete this FEA, rather than making any assumptions. If your CT is unsure or is still learning about any aspect of the information, that's fine, just indicate it in your answers to the questions.

- a. How many males? Females?
- b. What is the cultural diversity of the class (e.g., racial/ethnic makeup)? List the cultural diversity and the number of students in each group.
- c. Are there students who speak a language other than English as their native language? List the students and the languages. How is it accommodated in their instruction?
- d. What type of support (outside of the classroom) is available for students who are English Language Learners? For example, is there a teacher who helps coordinate services?
- e. How did/do the teachers on your campus meet the new required SEI endorsement?
- f. Are there students with IEPs or 504 Plans who require accommodations or special education support in the class? Discuss the accommodations with your CT that are required for each student in the class. Indicate the accommodations, and the outcomes of the discussion you had, in your answer.
- g. Can you tell, based on your observation, what accommodations are being made? For example, some of the accommodations might be happening behind the scene, while others accommodations might be more visible and noticeable.
- h. Is there tracking for the classes or in the school (e.g., Pre-AP, AP, or other forms of tracking)?
- i. Are there any other considerations that might make this period/block unique?

Upload your assignment through the dropbox on Kodiak before class on Tuesday, 9/4.

Rubric for Evaluation:

2 points	1 point	0 points
All of the information (a-i) is documented thoroughly on the chart.	Some of the information (a-i) was not provided or unclear.	Substantial amount of the information (a-i) was not present or unclear.

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FEA #5: Getting to Know Your Students, Part II:

Select a period/block of the course when your CT is teaching a lesson. Observe the students during a lesson. Note the students who are interested, active participants. Use initials or other features that would not personally identify any one student in the class (per confidentiality). Note those students who seem to be off-task, daydreaming, or somehow less involved with the lesson.

1. Summarize your observations and write a brief description as to why some students may not have been paying careful attention. Why do you think this was the case?
2. Next, please write:
 - At least five ideas you have for getting the non-involved students into the lesson.
 - At least one idea that you can feature in your current role in the pre-practicum.
 - At least two ideas that you can feature as soon as you start your practicum and lead teach lessons.

Upload the chart to Kodiak before our class on Wednesday, 9/5.

Rubric for Evaluation:

2 points	1 point	0 points
The information is clearly communicated, with descriptions of the students' behaviors and your ideas. It meets all the stated criteria.	The information is somewhat clearly communicated, with descriptions of the students' behaviors and your ideas. It may not meet all the stated criteria.	Substantial amount of the information was not present (e.g., little to no description, or ideas that do not relate). It fails to meet the stated criteria.

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FEA #6: Classroom Management Observation:

Select a period/block of the course when your CT is teaching a lesson. Observe how the teacher supports his/her classroom management with his/her students during a lesson. Use the tally sheet below to record your CT's reinforcements to address student behaviors. After you complete the tally sheet, use the remainder of the form to summarize the types of management techniques that you observed.

Upload the form through dropbox before our class on Wednesday, 9/5.

Reinforcement Used by Cooperating Teacher

Verbal	# of instances (use tally marks)
16. Acknowledges, Agrees, Complies	
17. Praises	
18. Asks for status	
19. Suggests, guides	
20. Feedback, cites reason	
21. Corrects with criticism	
22. Questions for control	
23. Questions, states management rule	
24. Directs with reason	
25. Directs without reason	
26. Uses time pressure	
27. Reminds, repeats directions	
28. Interrupts, cuts off	
29. Supervises closely	
30. Uses humor to redirect attention	

Physical	# of instances (use tally marks)
2. Nods, smiles, facial feedback	
10. Waits (physical and deliberate)	
11. Gestures	
12. Shakes head, eye contact	
13. Takes equipment, materials	
14. Signals	
15. Glares, frowns	
16. Ignores	
17. Proximity (teaches closer to the student)	

Student(s) observed demonstrating off-task behaviors (use pseudonyms):

Reinforcement typically used by the teacher (see tally sheet):

Verbal:

Physical:

Redirections:

Other management techniques:

Questions about the teacher's responses (be prepared to share with our class):

Your reactions, reflection, and/or summarization (be prepared to share with our class):

Rubric for Evaluation:

2 points	1 point	0 points
The information is recorded, tallied, and summarized using the tally sheet. Each of the prompts was addressed.	Some information is missing. Not all the prompts were recorded or answered.	A substantial amount of the information was not present, or little/no evidence of effort was applied to the assignment.

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FEA #7: Grouping and Special Populations

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other FEAs, or it could be a new period. Select whichever period/block is the most strategic for you and your CTs, as you become more involved in the classroom.

Upload your assignment through dropbox before class on Thursday, 9/6.

Please complete the following and record your answers, either in a write-up or question by question. To complete the first question, you will need to ask your CT. For the remainder, complete them during an in-class observation and keep your eyes on the clock for documenting timing, etc., while your CT is teaching:

1. Ask your CT if he or she uses a particular grouping strategy for this period/block. For example, are the students in heterogeneous groups (e.g., different levels of readiness) or homogeneous groups (e.g., same levels of readiness)?
2. Do the students get to select whom they work with during independent practice (or any other part of the lesson)? How is this communicated to the students?
3. How much time are the students learning, working, or otherwise applying the skills of the lesson **independently**? A percentage of the class time is acceptable for your answer. Include in your description what it looks like (e.g., students seated at their desks, separated by rows)?
4. How much time are the students learning, working, or otherwise applying the skills of the lesson **collaboratively**? A percentage of the class time is acceptable for your answer. Include in your description what it looks like (e.g., pods of students, each seated at their own desk, grouped by 3-4 students)?
5. Include a few sentences to record your thoughts or feedback pertaining to the grouping strategies shared by the CT and observed during the lesson. Include your responses to these two questions: What do you think of the approaches? Could you gauge whether the students were on track to meet the lesson objective while they were working independently or collaboratively?
6. Did any questions emerge from this assignment (e.g., something you want to clarify, or would like to explore further)?

Rubric for Evaluation:

2 points	1 point	0 points
Each of the six questions was fully answered using complete sentences and clearly illustrative of what had happened during this period/block.	Some of the information from each of the six questions was not fully answered or developed, or there were incomplete sentences featured.	A substantial amount of the information from the assignment was not provided, or the responses were limited (e.g., incomplete sentences).

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FEA #8: Transitions

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other FEAs, or it could be a new period. Select whichever period/block is the most strategic for you and your CTs, as you become more involved in the classroom.

Upload your assignment through dropbox before class on Thursday, 9/6.

Effective transitions are key to using your time purposefully when you are teaching. Transitions, for the purposes of this assignment, include the number of ways that your CT is using to communicate his/her expectations for how the students should be using their time as they are completing any aspect of the lesson.

Please complete the following and record your answers, either in a write-up or question by question.

1. How do the students know what they need to do when they come into the classroom? For example, is there a "Warm Up" or a "Do Now" that sets the stage for the lesson?
2. How do the students know the expectations for the time that they will be given to complete any aspect of the lesson? Is it explicitly stated? How is it communicated to the students? How does the teacher monitor it?
3. What does your CT say/do to signal to the students that it is time to move on to the next part of the lesson (e.g., guided practice to independent practice)? If it is not said or signaled, how is it communicated to the students?
4. Near the end of the lesson, what does your CT say, do, or provide for his/her students in order to summarize the lesson/lesson objective? What is the students' role during this time?
5. What was your overall take on the transitions in the lessons? Include at least one thing you want to incorporate in your lessons. Do you have any reservations or questions you wish you could ask your CT to clarify?

Rubric for Evaluation:

2 points	1 point	0 points
Each of the five questions was fully answered using complete sentences and clearly illustrative of what had happened during this period/block.	Some of the information from each of the five questions was not fully answered or developed, or there were incomplete sentences featured.	A substantial amount of the information from the assignment was not provided, or the responses were limited (e.g., incomplete sentences).

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FEA #9: Assessing Student Learning

During a time when your CT is not teaching, ask him/her how he/she typically assess student learning. Teachers will, of course, use informal ways to assess student learning all throughout the lesson. For the purposes of FEA #9, we will be looking at more formal assessments. Typically, assessments are cyclical (diagnostic, formative, then summative), repeating in intervals that are appropriate and aligned with the content curriculum. We explored the role of these assessments in ED 120.

Upload your assignment through dropbox before class on Thursday, 9/6.

Ask your CT the following four questions and record each of your answers in a paragraph (three sentence minimum):

- What do you typically use as a diagnostic assessment for your students? At what point in the school year does this usually take place?
- What are examples of formative assessments that you use in your classroom? How do you use the formative assessments to support your students' learning?
- What are examples of summative assessments that you use in your classroom? What happens with the data that you collect from the summative assessments?
- Identify what the diagnostic and summative assessments are for the current unit. Write down what they are, and attach them to the assignment if it is feasible. The formative assessments are likely less formal. What are a few examples of formative assessments your CT is using for this unit?

Rubric for Evaluation:

2 points	1 point	0 points
Each of the four questions was fully answered using complete sentences and illustrates the differences between the types of assessments. The diagnostic and summative assessments are described and attached, if feasible.	Some of the information from any of the four questions was not fully answered or developed. The differences between the types of assessments are not clear. The diagnostic and summative assessments might be described and attached, if feasible.	A substantial amount of the information from the four questions was not provided, or the responses were limited (e.g., incomplete sentences). The differences between the types of assessments are not clear. The diagnostic and summative assessments are not described or attached.

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FEA #10: Application of UDL

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you've already been observing for other FEAs, or it could be a new period. Select whichever period/block is the most strategic for you and your CT.

Upload your assignment through dropbox before class on Friday, 9/7.

Directions for FEA #10: Use the UDL Guidelines – Educator Worksheet to record when/how your CT is using the UDL Guidelines as he or she is teaching a lesson. Effective teachers are often using these strategies intuitively, always considering the accessibility of the lessons for their students. It is up to you to link what he/she is doing with the specific UDL practice.

Please note:

- For this FEA, you will need to use your laptop computer or you can print this FEA #10 and modify the UDL Guidelines – Educator Worksheet in order to give yourself ample space to record your notes and observations in the space provided (i.e., give yourself plenty of space in the Your Notes column).
- If you are unclear as to what the UDL practice would look like in the classroom, the Educator Worksheet includes hyperlinks to the CAST website that will further illustrate them for you. In fact, each item on the worksheet includes a hyperlink to illustrate the practice. Use these resources.

Rubric for Evaluation:

2 points	1 point	0 points
The student provides a substantial amount of written evidence in the notes to indicate that he/she is connecting characteristics of UDL to practice.	The student provides a sufficient amount of written evidence in the notes to indicate that he/she is connecting characteristics of UDL to practice.	The student provides an insufficient amount of written evidence in the notes to indicate that he/she is connecting characteristics of UDL to practice.

I. <u>Provide Multiple Means of Representation:</u>	Your notes
10. <u>Provide options for perception</u>	
1.1 <u>Offer ways of customizing the display of information</u>	
1.2 <u>Offer alternatives for auditory information</u>	
1.3 <u>Offer alternatives for visual information</u>	
11. <u>Provide options for language, mathematical expressions, and symbols</u>	
2.1 <u>Clarify vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	
2.4 <u>Promote understanding across language</u>	
2.5 <u>Illustrate through multiple media</u>	
12. <u>Provide options for comprehension</u>	
3.1 <u>Activate or supply background knowledge</u>	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing, visualization, and manipulation</u>	
3.4 <u>Maximize transfer and generalization</u>	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes
13. <u>Provide options for physical action</u>	
4.1 <u>Vary the methods for response and navigation</u>	
4.2 <u>Optimize access to tools and assistive technologies</u>	
14. <u>Provide options for expression and communication</u>	
5.1 <u>Use multiple media for communication</u>	
5.2 <u>Use multiple tools for construction and composition</u>	
5.3 <u>Build fluencies with graduated levels of support for practice and performance</u>	
15. <u>Provide options for executive functions</u>	
6.1 <u>Guide appropriate goal setting</u>	
6.2 <u>Support planning and strategy development</u>	
6.3 <u>Facilitate managing information and resources</u>	
6.4 <u>Enhance capacity for monitoring progress</u>	

III. <u>Provide Multiple Means for Engagement:</u>	Your notes
16. <u>Provide options for recruiting interest</u>	
7.1 <u>Optimize individual choice and autonomy</u>	
7.2 <u>Optimize relevance, value, and authenticity</u>	
7.3 <u>Minimize threats and distractions</u>	
17. <u>Provide options for sustaining effort and persistence</u>	
8.1 <u>Heighten salience of goals and objectives</u>	
8.2 <u>Vary demands and resources to optimize challenge</u>	
8.3 <u>Foster collaboration and community</u>	
8.4 <u>Increase mastery-oriented feedback</u>	
18. <u>Provide options for self-regulation</u>	
9.1 <u>Promote expectations and beliefs that optimize motivation</u>	
9.2 <u>Facilitate personal coping skills and strategies</u>	
9.3 <u>Develop self-assessment and reflection</u>	

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FEA #11: Application of Lemov’s Techniques to Structure Lessons

Select a period/block of the course when your CT is teaching a lesson. It could be the period/block that you’ve been observing for other FEAs, or it could be a new period. Select whichever is the most strategic for you and your CT.

Upload your completed assignment to Kodiak before our WNE class on Monday, 9/10.

We’ve discussed the shorthand method to structure lessons (I Do/We Do/You Do). We cannot expect our students to meet a lesson objective if it is not fully modeled to our students. Lemov provides examples of techniques you can feature in your lesson delivery in Chapter 5 (pg. 155-195). Read through Lemov Techniques #20-26 and note how he has clustered his techniques:

I Techniques: #21-22
We Techniques: #23-24
You Techniques: #25-26 (and #20)

What do these look like in your placement? Answer the following three questions in complete sentences:

1. Which of Lemov’s techniques are featured in the lesson? For full credit, describe what these techniques looked like in practice when your CT was teaching. How were the students responding to the techniques? Could you gauge whether they were effective in moving the students towards meeting the lesson objective?
2. Which of Lemov’s techniques are feasible in your lessons? Why? When do you see you can incorporate them into your lessons?
3. What other techniques did you see featured? They could be other Lemov techniques, or practices that you observe your CT do that either is an I/We/You Do type of practice.

Rubric for Evaluation:

2 points	1 point	0 points
Each of the three questions is fully answered and clearly illustrative of how the techniques worked in practice and how you are planning to use them in your practice.	Some of the questions were not fully answered and the connections to how they worked in practice were not fully developed.	A substantial amount of the information from the assignment was not provided, or the responses were limited (e.g., incomplete sentences).

ED 403 Prepracticum Evaluation Form

Pre-Practicum Evaluation Form - ED 403

Student Name _____

Cooperating Teacher _____

School/Grade _____

Semester _____

Please provide specific feedback on the student’s participation in your classroom during this 25-hour pre-practicum. Using the PSTs listed below please identify strengths you observed, and some areas that may become the focus of goals for the student’s practicum:

PST	Evidence
Curriculum, Planning, and Assessment	
Teaching All Students	
Family and Community Engagement	

Professional Culture	
Strengths	
Areas of Improvement	

Signature _____ Date _____

Please return the completed form to Dr. Raymond Ostendorf, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Raymond Ostendorf.

Thank you

ED 403 Record of Prepracticum Hours

Appendix C

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

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:	<input type="checkbox"/> 1.A.4: Well Structured Lessons (#1 Announced, #1 Unannounced)	<input type="checkbox"/> 2.B.1 Safe Learning Environment (#1 Unannounced)	
	<input type="checkbox"/> 1.B.2: Adjustments to Practice (#2 Announced, #2 Unannounced)	<input type="checkbox"/> 2.D.2 High Expectations (#1 Announced)	
	<input type="checkbox"/> 2.A.3: Meeting Diverse Needs (#2 Announced)	<input type="checkbox"/> 4.A.1 Reflective Practice	
Date of Lesson:		Time (start/end):	
Content Topic/Lesson Objective:			
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group
<input type="checkbox"/>		<input type="checkbox"/>	One-on-One
<input type="checkbox"/>		<input type="checkbox"/>	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

Formative Assessment Form

Name:		Date:	
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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		*		

Sources of Evidence for I-A-4: Well-Structured Lessons:

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

Evidence [insert evidence to support the ratings here]:

I.B.2: Adjustment to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
		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.
Quality			*	
Scope		*		
Consistency		*		

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

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

Evidence [insert evidence to support the ratings here]:

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		*		

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

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

Evidence [insert evidence to support the ratings here]:

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

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

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

Evidence [insert evidence to support the ratings here]:

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		*		

Sources of Evidence for II.D.2: High Expectations:

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

Evidence [insert evidence to support the ratings here]:

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		*		

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

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

Evidence [insert evidence to support the ratings here]:

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				

<p>Evidence-Based Feedback to Candidate</p>	
<p>Recommended Focus for Future Professional Practice Goal</p>	

CAP Summative Assessment Form

College of Arts and Sciences
Department of Education

Summative Assessment Form

Name: _____	Date: _____
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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		*		

Sources of Evidence for I-A-4: Well-Structured Lessons:

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

Evidence [insert evidence to support the ratings here]:

I.B.2: Adjustment to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	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		*		

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

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

Evidence [insert evidence to support the ratings here]:

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		*		

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

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

Evidence [insert evidence to support the ratings here]:

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

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

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

Evidence [insert evidence to support the ratings here]:

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		*		

Sources of Evidence for II.D.2: High Expectations:

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

Evidence [insert evidence to support the ratings here]:

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		*		

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

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

Evidence [insert evidence to support the ratings here]:

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				

<p>Evidence-Based Feedback to Candidate</p>	
<p>Recommended Focus for Future Professional Practice Goal</p>	

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? <i>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</i>
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? <i>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</i>

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? <i>This action plan may just get you started. Feel free to create a more detailed step-by-step plan.</i>		
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 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 why 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?) <i>List future dates/times you will report your progress</i>	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

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
- Evidence of impact with students
- Experiences in pre-practicum
- Reflection on performance in Announced Observation #
- Targeted feedback you have received about your practice

Name:				Date:	
I.A.4: Well-Structured Lessons					
I-A-4. Well-Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
	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					
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
	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	
	Quality				
	Scope				
	Consistency				

				groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality				
Scope				
Consistency				

CAP: Candidate Self-Assessment Form
Recommended

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				

CAP: Candidate Self-Assessment Form
Recommended

II.D.2: High Expectations				
II-D-2. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	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				
IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	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: the 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

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:					
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	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

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:	
<input type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced
<input type="checkbox"/>		<input type="checkbox"/>	Supervising Practitioner
<input type="checkbox"/>		<input type="checkbox"/>	Program Supervisor

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

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

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	<input type="checkbox"/> 40-45 questions <input type="checkbox"/> Requires approximately 20-30 minutes	<input type="checkbox"/> Recommended <input type="checkbox"/> Provides the most substantial information <input type="checkbox"/> Greatest coverage of Professional Standards for Teachers and essential elements <input type="checkbox"/> May be most appropriate for extended and in-depth placements
	Grades 6-12 - Paper - Google Templates		
Short Form	Grades 3-5 - Paper - Google Templates	<input type="checkbox"/> 20 questions <input type="checkbox"/> Requires approximately 15-20 minutes	<input type="checkbox"/> May be most appropriate for special populations or particularly accelerated placements
	Grades 6-12 - Paper - Google Templates		
Mini Form	Grades 3-5 - Paper - Google Templates	<input type="checkbox"/> 10 questions <input type="checkbox"/> Requires approximately 5-10 minutes	<input type="checkbox"/> Designed specifically for use in CAP as items focus exclusively on the Six Essential Elements <input type="checkbox"/> Provides limited information <input type="checkbox"/> The mini forms have not been validated for use in the Educator Evaluation Framework <input type="checkbox"/> May be appropriate for split practicums or placements that work with an inconsistent student population
	Grades 6-12 - Paper - Google Templates		
Grades K-2: Discussion Protocol			
<p>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.”</p>			



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

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	In this class, students are asked to teach (or model) to other classmates a part or whole lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Our class stays on task and does not waste time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	My teacher encourages us to accept different points of view when they are expressed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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.

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.