

# Elementary Education



## STUDENT TEACHING HANDBOOK

\*This handbook is revised every academic year

2017-18

**WESTERN NEW ENGLAND** | **WNE**  
UNIVERSITY

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## **Preface**

Welcome to the elementary education program handbook. This handbook is designed to offer an overview of the program and samples of the paperwork required to negotiate the program. For those new to Massachusetts, teacher education has undergone numerous changes over the past few years including the expectation that preservice teachers major in a content area (not education) in addition to completing the education major requirements, pass three tests offered at the state level, and complete classroom hours in area schools that are assessed using a performance assessment model. The following pages outline basic degree requirements, information about the Massachusetts license, and offer samples of documents.



## The Massachusetts Initial License and Interstate Transfer

Students at WNE double major; upon graduation you will have earned BA in Elementary Education, and a BA in one of the following majors: English, History, Psychology, Sociology, or Math. When a student completes the major in Elementary Education, he or she will be eligible to receive the Massachusetts Initial License. An initial license is good five years of teaching. During this five-year term teachers are expected to participate in an induction program, and earn a higher degree so that he or she can apply for a professional license.

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 determine if there are any additional requirements that must be met in order to transfer the license; we are happy to help you with this.

### Majors

The Elementary Education major is compatible with the following content area majors: English, History, Psychology, Sociology, and Math. Students completing these majors will earn their BA and be eligible for initial licensure in four years. The Elementary Education major curriculum is outlined below.

The University's catalog spells out the specific course requirements for each of these majors, and they must be met in order to successfully graduate and become licensed. The student's faculty advisor will assist the student in planning and scheduling courses to address both the major and program requirements. Please work closely with your advisor and the elementary program curriculum to plan your coursework.

### Resources

Students interested in elementary 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 WILDPAC. (<http://www1.wne.edu/library/index.cfm>).

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](http://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**

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**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

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**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](mailto:jlehouil@wne.edu).

Student Name: \_\_\_\_\_ Major: \_\_\_\_\_ Class of: \_\_\_\_\_

MEPID: \_\_\_\_\_ Date ELAR Profile Created: \_\_\_\_\_



# WESTERN NEW ENGLAND UNIVERSITY

## ELEMENTARY EDUCATION MAJOR CURRICULUM

<b>FIRST YEAR</b>	
<u>Fall Semester</u> ENGL 132 English Composition I MATH 107 Mathematics for Elementary Education I HIST 111 U.S. History to 1877 PSY 101 Introduction to Psychology PEHR 151 Personal Health and Wellness LA 100 First Year Seminar	<u>Spring Semester</u> ENGL 133 English Composition II MATH 108 Mathematics for Elementary Education II HIST 112 U.S. History 1878-present POSC 102 American Government Major XXX (Psychology majors take PSY 207) PEHR 163 Games Children Play  <i>Suggest: Communication and Literacy Skills (01) MTEL</i>
<b>SOPHOMORE YEAR</b>	
<u>Fall Semester</u> <b>ED 350 Elementary Reading/Language Arts*</b> HIST 205 World Civilization I BIO 103 Life Sciences I ENGL 260 Literary Horizons Major XXX  <i>Suggest: Foundations of Reading(90) MTEL</i>	<u>Spring Semester</u> <b>ED 375 Elementary Curriculum and Methods*</b> PHYS 105 Basic Physics HIST 206 World Civilization II ED 365 Special Education: Principles and Practices ED 275 Teaching English Language Learners (meets SBMP for PSY) ED 252 Survey of Geography (1 credit)  <i>Suggest: General Curriculum (03) MTEL (Includes Math Subtest)</i>
<b>JUNIOR YEAR</b>	
<u>Fall Semester</u> Computer requirement (any CS) EC 111 Principles of Economics ENGL 339 Children’s Literature Major XXX Major XXX ILP XXX	<u>Spring Semester</u> Philosophy requirement (any PH) ED 301 Principles/Problems of Education Major XXX Major XXX Major XXX Major XXX (if needed)  <b>All MTEL tests must be passed at this point</b>
<b>SENIOR YEAR</b>	
<u>Fall Semester</u> <b>ED 425 Elementary Education Topics*</b> <b>ED 479 Elementary Teaching Practicum</b> <b>ED 480 Elementary Practicum Seminar</b>	<u>Spring Semester</u> Cultures requirement (any CUL) MUS 101 Music Appreciation Major XXX Major XXX Major XXX

**\*Requires 25-hour prepracticum classroom participation and written documentation of experience (guidelines given when prepracticum placement is assigned). Prepracticum hours must be completed in any sophomore or junior semester, ideally one experience in sophomore year and one experience in junior year.**

**COURSES IN BOLD TYPE *MUST BE* TAKEN IN THE SEMESTER SPECIFIED  
 NO COURSES MAY BE SUBSTITUTED IN THIS CURRICULUM**

## ELEMENTARY EDUCATION MAJOR REQUIREMENTS

In order to successfully complete the elementary education major at WESTERN NEW ENGLAND UNIVERSITY you need to:

1. Follow the curriculum as outlined on the reverse side of this paper.
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 Massachusetts MEPID and have it on file with the Education Department.
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. Take and pass the Communication and Literacy Skills (01), General Curriculum (03), and Foundations of Reading (90) tests of Massachusetts Tests for Educator Licensure (MTEL) according to the schedule posted at [www.mtel.nesinc.com](http://www.mtel.nesinc.com). Spring of junior year is your last opportunity to take and pass each MTEL test in order to be eligible for student teaching.
  - Most MTEs are now computer based tests which you register for on the MTEL website, [www.mtel.nesinc.com](http://www.mtel.nesinc.com). Please take note: for the Elementary License you take three MTEs but must receive five passing scores as two tests have subtests which yield a separate score. Preparation materials are available online, or see Professor Deb Patterson (EG103).
9. Register with the program by the end of sophomore year by completing and submitting an application to the program. Applications are available from Jacqueline LeHouiller in Emerson Ground Floor, or online.

**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 elementary education major, and will be ineligible to become a licensed teacher through this University in four years.**

### Required MTEL Tests for Elementary License (Massachusetts Tests for Educator Licensure™)

<p>Communications and Literacy Skills MTEL Code: 01</p> <div style="text-align: center;"> </div> <p>Reading Subtest      Writing Subtest</p> <p><small>*Note: You will register for this one test; you should complete both subtests for Communication and Literacy Skills. Ideally you will pass each subtest; should you miss the pass score on either subtest you will register to retake just that specific subtest.</small></p>	<p><b>Foundations of Reading</b> MTEL Code: 90</p>	<p>General Curriculum MTEL Code: 03</p> <div style="text-align: center;"> </div> <p>Multi-subject Subtest      Mathematics Subtest</p> <p><small>*Note: You will register for this one test; you should complete both subtests for General Curriculum. Ideally you will pass each subtest; should you miss the pass score on either subtest you will register to retake just that specific subtest.</small></p>
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Any questions or comments please call Prof. Deb Patterson at 782-1357 or email [deb.patterson@wne.edu](mailto:deb.patterson@wne.edu).

# Appendix A

## Official Paperwork

- Application for Elementary 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 ELEMENTARY TEACHER EDUCATION PROGRAM**

Elementary Education Majors must fill out this application form and attach the requested materials noted at bottom of this form. Completed applications should be submitted to Jacqueline LeHouiller in Emerson Hall, Ground Floor, Room G100C at the end of the spring semester sophomore year. Notification of acceptance to the elementary education program is made in the spring semester junior year and once all program requirements have been met. Students not passing MTEL by stated deadlines will not be eligible complete the elementary education major, and will be ineligible to become a licensed teacher through this University in four years.

Today's Date \_\_\_\_\_ Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Gender  Female  Male

Last Four Digits of Social Security Number \_\_\_\_\_ Student ID \_\_\_\_\_

Email Address \_\_\_\_\_ Graduation Year \_\_\_\_\_

Major \_\_\_\_\_ Major GPA \_\_\_\_\_ Overall GPA \_\_\_\_\_ (Class of)

**The following two statements are optional, answering them will help meet revised State requirements on the collection and reporting of race/ethnicity.**

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.)**

<b>Permanent Address</b>	Street _____ Apt. _____
	City _____ State _____ Zip _____
	Telephone _____
<b>Local or Campus Address</b>	Street _____ Apt. _____
	City _____ State _____ Zip _____
	Telephone _____ WNE Box No. _____

Materials to be attached to this application form:

1. Copy of your degree audit.
2. One-page statement of your philosophy of education – what you believe about teaching and learning.
3. Resume or detailed list of your experiences working with children (especially ages of the children with whom you worked, types of activities done with the children, etc.)
4. Letter of reference that supports your application. Ideally, the reference should come from someone who has seen you work with children, but a reference from an employer or a professor at Western New England University will be acceptable. Education faculty are *not* eligible to write a reference for this application.

Materials Received \_\_\_\_\_

**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 MTEL exams; test by Spring Break of my junior year in order to be eligible for the student teaching block fall of senior year. (<https://www.mtel.nesinc.com>)

**Elementary MTELS**

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

**Secondary MTELS**

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

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

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

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

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

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

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

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

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

**7.08: Professional Standards for Teachers**

**(1) Curriculum, Planning, and Assessment standard:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

Indicators	Introduction	Practice	Demonstrate
(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.			
(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.			
SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.			

**(2) Teaching All Students standard:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicators	Introduction	Practice	Demonstrate
(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.			

(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.			
(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.			
(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.			
SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.			
SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.			
<b>(3) Family and Community Engagement standard:</b> Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.			
<b>Indicators</b>	<b>Introduction</b>	<b>Practice</b>	<b>Demonstrate</b>
(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.			

<b>(4) Professional Culture standard:</b> Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			
<b>Indicators</b>	<b>Introduction</b>	<b>Practice</b>	<b>Demonstrate</b>
(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](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)

\* <https://www.wida.us/downloadLibrary.aspx> (Can Do Descriptors)

## Waiver Request for Education Program Requirement

Name \_\_\_\_\_

Date \_\_\_\_\_

Education Program \_\_\_\_\_

Advisor \_\_\_\_\_

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

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

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



Waiver Decision

Granted    Denied

Date \_\_\_\_\_

Reason for decision:

---

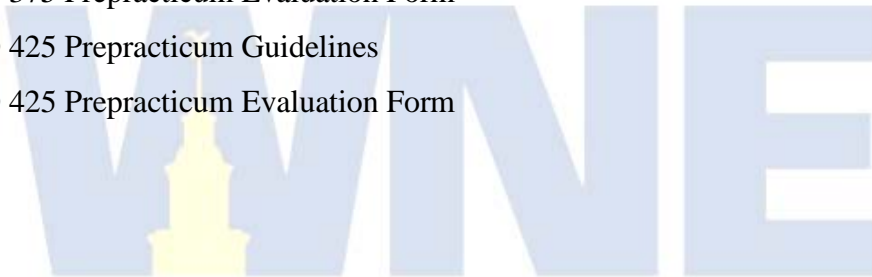
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Department Chair Signature \_\_\_\_\_

## **Appendix B**

### **Prepracticum Documents**

- ED 350 Prepracticum Guidelines
- ED 350 Prepracticum Assignments
- ED 350 Prepracticum Evaluation Form
- ED 375 Prepracticum Guidelines
- ED 375 Prepracticum Evaluation Form
- ED 425 Prepracticum Guidelines
- ED 425 Prepracticum Evaluation Form



## Pre-practicum Guidelines

### ED 350 Requirements:

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. Avoid wearing shorts, jeans, or other inappropriate casual attire, no undergarments should be visible, or any inappropriate skin showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. You are responsible for meeting the full 25 hours regardless of emergencies.
- Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

### ED 350 Requirements:

For the ED 350 Pre-practicum you will complete two projects and a four journal entries to document your classroom experience. The projects (case study and leaning center) and journal are due at the end of your 25-hours. The goal of the projects and journal is to support your reflections about teaching and learning, and to demonstrate application of your learning in the elementary classroom.

Journal #1: Find the mission statement of the school, copy it (or photograph) and write a reflection on the role literacy plays in this statement. Then make a chart with the information listed below (observe or ask your cooperating teacher). If your cooperating teacher 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 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 designated SEI teacher?
- e. Are all teachers on campus expected to apply, or be on track for, for SEI endorsement in Massachusetts?
- f. Are there students with IEPs and require special education support in the class? Discuss the accommodations required/made for each student in the class, if this is the case. Indicate the accommodations in your answer.

Journal #2 – Describe how is the classroom organized to support literacy learning (materials, accessibility, environmental print, class library, classroom displays, meeting needs of Special Ed. and ELL students...)

Journal #3 - Describe what the daily schedule looks like, in particular identify how literacy is implemented for literacy instruction (what are the areas of focus), and across the curriculum content areas.

Journal #4 - How does the teacher communicate lesson objectives; what examples of UDL principles and differentiation do you see?



## Literacy Learning Center Guidelines

ED 350 Pre-prac. - Dr. Deb Patterson

For this project you will create a learning center that offers exploration, application, and/or extension of skills in one of the five language arts.

The center should include:

- ✦ A label/name (can be catchy to engage student interest)
- ✦ A clearly stated learning objective (identifying a measurable skill)
- ✦ A MA Curriculum Framework Citation (ex: MA Curriculum Framework for English Language Arts & Literacy, March 2011, RL, Grade 2, #3, pg.15.). If you are using a language arts skill for a content area lesson you may select a Framework citation from the appropriate content area Framework.
- ✦ The materials the students will use (directions, recording sheets, actual objects for manipulation, books/texts for practice reading....)
- ✦ A description of how students will be assessed (description of the tool or strategy you will use to collect evidence of each individual student's learning), and how students will demonstrate that they have met the objective.
- ✦ Each learning center should be a self-contained 'package' - you choose the storage format (folder, baggie, box...)
- ✦ A narrative of how each the center worked in your preprac class.

Due upon completion of your prepracticum.





**Preprac ED 350 - Case Study Guidelines**  
**Dr. Deb Patterson**

**Overview:**

*The purpose of this assignment is to demonstrate your ability to collect data, analyze data, and identify strategies to support and further a student's literacy learning based on data analysis. You may choose a student who you notice is struggling, or you may choose a student you believe to be doing well for this project.*

*Please respect the privacy of your student by changing his/her name (or crossing out) when writing the case study. Samples of work used for analysis can be demonstrated through photos (the child owns his/her work) or copies. Make sure you have received permission from your cooperating teacher to complete this assignment.*



**Part 1: Introduction to the Student and First Impressions**

**Before** gathering any specific data respond to the following:

1. Describe the student (physical appearance, grade level, language, family context, age, culture, etc.)
2. Why did you choose this student as your case study? What behaviors does s/he exhibit that are of concern/interest?
3. What do you think you know about this student?
4. What do you think his/her language arts strengths are?
5. What do you think his/her language arts weaknesses are?
6. How comfortable do you feel with this student?
7. List at least 3 questions you have about this student as a language-arts learner (remember to consider all five language arts; reading, writing, speaking, listening, and viewing).



**Part 2: Student Background**

After completing Part 1,

1. When and where the student was born.
2. Child development; normal, concerns...?
3. Description of family and home life
4. Brief overview of the student's experience at school (on grade level, any specific learning concerns, on an IEP, years at your school, how many years in your school district...?)
5. Has literacy development been consistent through schooling or are there developmental delays in any areas?

*Reflection: Was what you learned consistent or inconsistent with your initial impressions of this student? Why/why not? What further questions do you have now as you go forward with the case study?*



### **Part 3: Observe Your Student**

*Observe the following:*

- 1. With whom does s/he interact? What is the nature of the interactions positive , negative, types of play or conversation..., follower/leader?*
- 2. In what classroom activities is s/he participating/not participating? What is s/he doing instead, if not attending?*
- 3. What does the child do when on the playground? In what activities is s/he involved?*
- 4. What does this child do in the classroom? Describe what s/he does at particular times, during different activities (reading, writing, math, etc.) and in different structures (individual time, small group work, large class instruction)*
- 5. If your child goes out for instruction or enrichment, observe him/her if possible in this setting.*
- 6. You should talk with your student directly to gauge their interest, perceptions, and level of confidence about school (you can use a survey to do this if you want more structure –use ones we have used in class)*

*Analyze the data: What did you learn about this child and how s/he functions in the classroom? When does s/he seem to do best? When does s/he have the most difficulty? Anything you notice that triggers certain behaviors – good or bad? How does this compare to what you thought at the beginning of the case study?*



### **Part 4: Collect Student Data**

*Collect data about the development and skill level for each of the language arts; you can use samples of student work, assessments we have discussed or tried out in class, and assessments that your school uses for reading, writing, speaking, listening, and viewing. Aim for multiple samples especially from areas of struggle or success (this will help you identify next steps). The data*



### **Part 5: Analyze Student Data**

*Analyze the data you collected: What did you learn about this student that you did not know before and/or what did you confirm about the student? What patterns, if any do you notice? Use the 'big ideas' we have examined; cueing systems, spelling development, comprehension, motivation and engagement.....as a strategy for sorting the data you collected.*



### **Part 6: Identify Next Steps**

#### **(Intervention or Furthering of Skills)**

*Now that you have analyzed the data, what is your plan of instruction/intervention for this student? In your discussion of your next steps make sure to reference your data specifically, and get feedback from your cooperating teacher about your conclusions and what is possible in the school setting.*



### **Part 7: Reflection**

*Discuss how what you have learned by doing this case study; what influence will it have on how you behave/think as a teacher in the future. Go back and review what you wrote in Part #1, and compare that with what you know now. Have your beliefs/assumptions about the child and what s/he can achieve, changed? If so, in what ways have they changed or remained constant?*




**Pre-Practicum Evaluation Form - ED 350**

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	
Next Steps	

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return the completed form to Dr. Molly Munkatchy, or Dr. Deb Patterson, 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 Jackie LeHouiller (ED staff assistant) in Emerson G110C.

Thank you!

## **Pre-practicum Guidelines for ED 375:**

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. You should not wear shorts, jeans, or other inappropriate casual attire, have undergarments visible, or have stomachs showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

### **Journal Requirements:**

You are required to keep a journal based on your experiences with **5 one-page entries**. **The journal is due at the end of your 25-hours**. The goal of the journal is to support your reflections about teaching and learning in the classroom. The journal provides documentation of your twenty-five hour pre-practicum experience.

Your journal should include an introduction to tell the reader where you did your observations, what subjects, content and grades were covered, and about the student demographic.

For each classroom visitation, write a brief account of what you observed. It is just the facts about the visitation and any impressions/thoughts you had about the situation. Focus on what the teachers are teaching and what the students are learning.

### **Students:**

What content and process are they learning? Are they actively engaged in a learning activity? Are they comparing, analyzing, classifying, discovering, or constructing? Are the students self-directed? Are they interacting with the teacher, with each other? Are they working alone, in pairs, or in groups?

### **Teachers:**

How does the teacher introduce the lesson? Does the teacher clearly state the goals and objectives of the lesson? Does the teacher use any motivational strategies? How does the teacher assess the students? Does the teacher use any modification strategies to meet the individual needs of the students?



**Pre-Practicum Evaluation Form - ED 375**


Student Name \_\_\_\_\_

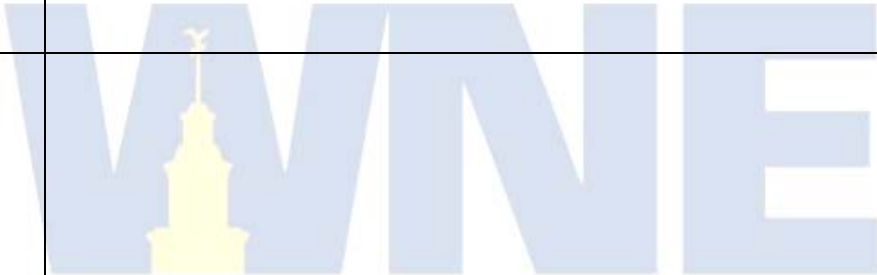
Cooperating Teacher \_\_\_\_\_

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. Molly Munkatchy, 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. Molly Munkatchy.

Thank you

## **Pre-practicum Guidelines for ED 425:**

The Pre-practicum requirement is **25 hours** in an elementary classroom. In the classroom, you should be an active participant. You should:

- Offer to work with the children. You can read to students, assist students who need extra attention, monitor a learning center, help a student with his/her homework, etc.
- Dress professionally. You should not wear shorts, jeans, or other inappropriate casual attire, have undergarments visible, or have stomachs showing. Notice how the teachers dress and model your choices after what you see.
- Identify a clear regular schedule with your cooperating teacher. Be on time and follow the schedule consistently. Call the school and leave a message if you are not going to be there at the scheduled time or date. Communicate with your teacher. Ask questions, share observations, and be open to suggestions.
- Say thank you to your cooperating teacher at the end of the semester. Remind your cooperating teacher to complete the Evaluation Form documenting your 25 hours. Remember to say thank you and good-bye to the students. The students especially need some type of closure.

### **Journal Requirements:**

You are required to keep a journal based on your experiences with **5 one-page entries**. **The journal is due at the end of your 25-hours**. The goal of the journal is to support your reflections about teaching and learning in the classroom. The journal provides documentation of your twenty-five hour pre-practicum experience.

Your journal should include an introduction to tell the reader where you did your observations, what subjects, content and grades were covered, and about the student demographic.

For each classroom visitation, write a brief account of what you observed. It is just the facts about the visitation and any impressions/thoughts you had about the situation. Focus on what the teachers are teaching and what the students are learning.

### **Students:**

What content and process are they learning? Are they actively engaged in a learning activity? Are they comparing, analyzing, classifying, discovering, or constructing? Are the students self-directed? Are they interacting with the teacher, with each other? Are they working alone, in pairs, or in groups?

### **Teachers:**

How does the teacher introduce the lesson? Does the teacher clearly state the goals and objectives of the lesson? Does the teacher use any motivational strategies? How does the teacher assess the students? Does the teacher use any modification strategies to meet the individual needs of the students?

**Pre-Practicum Evaluation Form - ED 425**


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
<p>Curriculum, Planning, and Assessment</p>	
<p>Teaching All Students</p>	
<p>Family and Community Engagement</p>	

Professional Culture	
Strengths	
Areas of Improvement	

Signature \_\_\_\_\_

Date \_\_\_\_\_

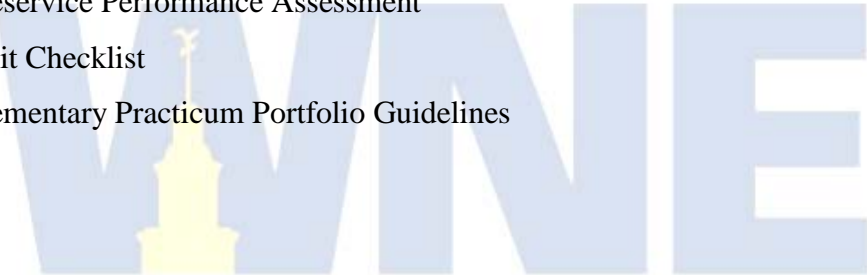
Please return the completed form to Dr. Molly Munkatchy, Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119; or you can have the student deliver the completed form in a sealed envelope to Dr. Molly Munkatchy.

Thank you

## Appendix C

### Student Teaching Documents

- Sample Letter to Cooperating Teachers
- CAP Forms
- Practicum Observation Forms
- Preservice Performance Assessment
- Unit Checklist
- Elementary Practicum Portfolio Guidelines



College of Arts and Sciences  
Department of Education

August 31, 2016

Thank you for accepting one of our practicum students this semester. We hope that you will find your role as a supervising practitioner a rewarding one. To clarify expectations for working with our student teachers key information is outlined below.

1. During the month of September your student teacher will spend every morning in your classroom; they return to the University for an integrated methods course in the afternoon. This methods course meets from August 29 to September 23, 2016. The first twenty-five hours the student teacher works with you are counted as pre-practicum hours and we ask that you complete a short narrative about your student teacher at this time (form is in this packet). During this time the student teacher should become oriented to your school and program and gradually become an active, contributing member of your classroom community. You should feel comfortable asking your student to take on classroom routines and responsibilities as soon as you feel appropriate for you, the student teacher, and your class.

2. The fulltime practicum officially begins on Monday, September 26, 2016 and continues until Friday December 9, 2016. During the practicum, the student teacher is expected to gradually take on more and more responsibility for the classroom culminating in full responsibility for the classroom for at least one to two full weeks. There will be variation in how a student takes on this responsibility as classrooms and individuals have a variety of working styles. The timeline for this process is negotiable with the student and the University program supervisor.

3. The Massachusetts Department of Education has replaced the Pre-Service Performance Assessment (PPA) with the Candidate Assessment of Performance (CAP). The CAP rubric evaluates the teacher candidate's readiness in relation to key elements of the Professional Teaching Standards, and has been designed to parallel the Massachusetts Educator Evaluation system. The CAP rubric is in this packet. Some of the forms we will be using are mandated by DESE for the pilot, others we will design. The goal is to prepare teachers who are fully ready to teach in their own classrooms as a result of their preparation experiences (coursework and practica).

Like the MA Educator Evaluation, CAP is grounded in a 5-Step Cycle. The 5-Step Cycle used in CAP has been modified to meet the needs of candidates, Program Supervisors, and Supervising Practitioners, but retains the same core architecture of the cycle included in the evaluation framework:

Step 1: Self-Assessment

Step 2: Goal-Setting and Plan Development (using the SMART goal format)

Step 3: Plan Implementation

Step 4: Formative Assessment

Step 5: Summative Evaluation

4. The program supervisor will meet with you to discuss the assessment process. As a supervising practitioner, you will conduct and record at least 2 unannounced observations of the student teacher using the CAP rubric to assess and document evidence of the candidate's readiness for the licensure role. (Observation form is in this packet.) The student teacher will also need your assistance with identifying a measure of student learning

and conducting a classroom survey as part of the CAP assessment process. During the semester, please regularly observe and give your student teacher feedback on her/his teaching practice throughout the semester using the indicators from the CAP forms.

5. There will be a minimum of two official visits from the program supervisor that will include a pre and post conference, an observation of the student, and 3 three-way meetings with the student, you, and the program supervisor. The program supervisors are professors in the education department at the University and former teachers themselves. We look forward to working with you to support the professional development of our students. We have developed an online classroom (<https://kodiak.wne.edu/d21/home/18778>) to support your work with your student teacher.

6. During the practicum, student teachers are involved in a student teaching seminar at the University. This course is designed to further reflection on the practicum experience, develop their master teaching units, and help them prepare for the job search process. This seminar meets Wednesdays after school at the University.

7. At the final three-way meeting you will be asked to provide your certification number and your social security number so that you can be compensated for your work as a mentor. You will receive a stipend of two hundred dollars for working with a student teacher, and a certificate documenting the number of hours you served as a mentor, and the number of PDPs earned.

If you have any questions, please contact me directly or speak with your student's program supervisor. I can be reached at 782-1357, or by email, [deb.patterson@wne.edu](mailto:deb.patterson@wne.edu).

Thank you for participating in our Education Program and the education of future teachers!

Warmly,



Deb Patterson, Ed.D.  
Professor and Department Chair, Education  
Western New England University  
782-1357,  
[deb.patterson@wne.edu](mailto:deb.patterson@wne.edu)



College of Arts and Sciences  
Department of Education

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

Name:		Date:	
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## Candidate Assessment of Performance Form

### Section 2: Total Hours and Signatures

Three-Way Meetings		
1 <sup>st</sup> Three-Way Meeting  <b>Date:</b>	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2 <sup>nd</sup> Three-Way Meeting  <b>Date:</b>	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting  <b>Date:</b>	Candidate	
	Supervising Practitioner	
	Program Supervisor	

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

**Model Observation Protocol: Pre-Conference Planning Form**

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

Element(s) to be Observed (circle)	Comments
1.A.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	

<b>Refinement areas previously identified</b>

<b>Questions to ask in pre-conference</b>

WVNE

The image shows the call letters 'WVNE' in a bold, blue, sans-serif font. The letter 'V' is stylized to contain a yellow silhouette of a building with a spire, which is a reference to the NBC Tower in Washington, D.C. The building silhouette is positioned centrally within the 'V' and extends slightly above and below its top and bottom edges.

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"/> One-on-One	<input type="checkbox"/> Other
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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)	

College of Arts and Sciences  
Department of Education

**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.

<b>Name:</b>					
<b>Observation Details</b>					
Date:		Time (start/end):			
Content Topic/ Lesson Objective:					
Type of Observation:			Observed by:		
<input type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	Supervising Practitioner
		<input type="checkbox"/>		<input type="checkbox"/>	Program Supervisor

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

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

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

### Candidate Self-Assessment Form

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

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

<b>Name:</b>				<b>Date:</b>	
<b>I.A.4: Well-Structured Lessons</b>					
<b>I-A-4. Well-Structured Lessons</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>	
	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				

<b>I.B.2: Adjustment to Practice</b>					
<b>I-B-2. Adjustment to Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>	
	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	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	
	Quality				
	Scope				
	Consistency				



			interventions and enhancements for students.	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				

<b>II.A.3: Meeting Diverse Needs</b>				
	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				

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

<b>II.D.2: High Expectations</b>				
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				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality				
Scope				
Consistency				



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


**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:	
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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.*

**Formative Assessment Form**

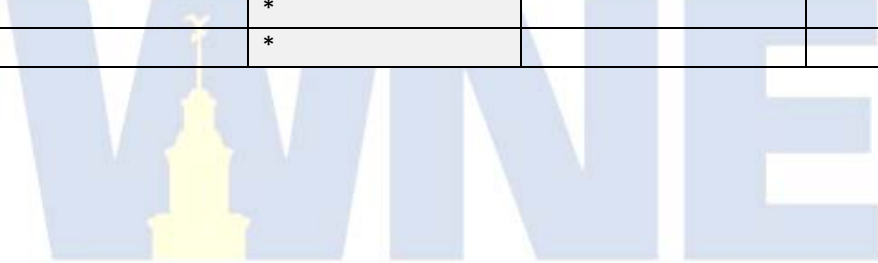
<b>Name:</b>		<b>Date:</b>	
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<b>I.A.4: Well-Structured Lessons</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities,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

**Evidence:**

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

**Evidence:**



<b>II.A.3: Meeting Diverse Needs</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-A-3. Meeting Diverse Needs</b>	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.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**



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		*		

Evidence:





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

**Evidence:**



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

**Evidence:**



## Formative Assessment – Calibration

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

<b>Reinforcement Area</b>	<input type="checkbox"/>	1.A.4: Well Structured Lessons	<input type="checkbox"/>	2.B.1 Safe Learning Environment
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	2.D.2 High Expectations
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs	<input type="checkbox"/>	4.A.1 Reflective Practice

<b>Refinement Area</b>	<input type="checkbox"/>	1.A.4: Well Structured Lessons	<input type="checkbox"/>	2.B.1 Safe Learning Environment
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	2.D.2 High Expectations
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs	<input type="checkbox"/>	4.A.1 Reflective Practice
<b>Suggestions for Candidate</b>				

College of Arts and Sciences  
Department of Education

### Summative Assessment Form

Name:		Date:	
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<b>I.A.4: Well-Structured Lessons</b>				
	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.	<b>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

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

**Evidence:**

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

**Evidence:**

<b>II.B.1: Safe Learning Environment</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-B-1. Safe Learning Environment</b>	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.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**

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

**Evidence:**



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

**Evidence:**

## Summative Assessment – Calibration

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



## Master Teaching Unit Checklist

- Title Page (topic/theme, grade level, school, your name)
- Rationale for Topic (Why are you exploring this topic with this group of children?)
- Curriculum Web (all content areas, include aesthetics and technology)
- General Objectives for the Unit (the BIG Ideas children will learn)
- Long-range Goals for Children
- Multicultural Concept
- Schedule for the Week (plan for two weeks)
- Management Scheme
- Cooperative Learning Strategy (Remember this is more than groups - what are your expectations/plans for including all aspects of cooperative learning?)
- Opener/Kick-off (How will you begin your unit, immediately involving children in the topic?)
- Lesson Plan for each Learning Event (in formal lesson plan format)
- Closing (How will you bring closure to the unit?)
- Assessment Strategies
- Classroom Environment (How will you organize the physical space and what will you do to visually create/support the theme?)
- Bibliography (What books will you have out for children to view during the day? What books/resources did you use to gather information and develop your plans? )
- Samples of Activities
- Samples of Activities Children's Work
- Unit Reflection

You must hand in a copy of the unit to leave with the program; this is due at the end of the semester.

## Elementary Practicum Portfolio Guidelines

Your portfolio will provide a means of documenting and reflecting on your learning and teaching over the semester. Constructing your portfolio will also provide you with firsthand experience in authentic assessment. This portfolio will be a tool to use in your job search.

### **Contents:**

- \_\_\_\_\_ Cover Letter (should include your philosophy of education)
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Resume
- \_\_\_\_\_ Results of Teacher Test & Certification Certificate (when it arrives)
- \_\_\_\_\_ Transcripts
- \_\_\_\_\_ Letters of Recommendation (cooperating teachers, professors, other people you have worked for- particularly work with children)
- \_\_\_\_\_ Evidence of Field Experiences:
  - \_\_\_ Lesson plans you have implemented (clearly identifying the topic and grade level of the lesson). *Lessons should be accompanied by a reflection commenting on the successful aspects of the lesson and aspects you change next time (and why you would make those changes.*
  - \_\_\_ Samples of student work (obtain student permission, copies are fine)
  - \_\_\_ Samples of assessments you designed
  - \_\_\_ Evidence of communication with parents
  - \_\_\_ Semester goals for student teaching and reflection on achieving them
  - \_\_\_ Evidence of supervision in any teaching role
- \_\_\_\_\_ Evidence of extracurricular participation while in a teaching role
- \_\_\_\_\_ Evidence of professional development (attending a teacher workshop...)
- \_\_\_\_\_ Your philosophy/approach to classroom management
- \_\_\_\_\_ Abilities/experience with technology

All contents should be typed. The portfolio must be organized and accessible to any reader; this document should demonstrate how you are both a reflective teacher and learner.