**PRACTICUM HANDBOOK SUPPLEMENT**

**BIOLOGY, 8-12**

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**Westfield State University**

**Teacher Education Council**

**Biology**

 **Practicum Portfolio Requirements**

Introduction:

This document describes the specific requirements for the Science Practicum Portfolio. During the practicum, your ability to plan and deliver instruction, to assess the effectiveness of that instruction, and to perform the other duties of a secondary science teacher will be evaluated. This portfolio contains all the evidence of your activities during the practicum and serves as the basis for evaluation of your performance.

Your portfolio will contain several different types of materials: Information about you and your teaching philosophy, records of your activities and observations by supervisors, and documentation that you have met the licensure requirements of the University and the Massachusetts Department of Elementary and Secondary Education. This last section will be the largest. In it, you will provide evidence that you have met all of the outcomes delineated in the MA DESE Pre-practicum Assessment document as well as the TECCAS outcomes and the NSTA standards. While these requirements are extensive, they overlap significantly and draw mainly on activities that occur naturally in the course of the practicum—planning and delivery of an instructional unit and observations by your cooperating practitioner and University supervisor. Your documentation task will be much easier if you understand the requirements in advance and collect and record evidence as it is produced rather than at the end.

Required Portfolio Contents

1. Table of Contents

The portfolio should be organized in sections. All sections should be uploaded to LiveText and then compiled into the portfolio. List all forms and lines of evidence in the Table of Contents. Page numbers are helpful but not required.

2. Resumé The resumé should be written in a professional manner with the goal of obtaining a teaching position after practicum. You may use any format you wish, however, it is recommended that you consult resumé requirements for school districts of interest.

3. Statement of Teaching Philosophy

Topics to be addressed include, but are not limited to, the reasons and strategies for teaching biology. Describe your pedagogical philosophy and how you envision increasing STEM literacy in your classroom.

4. Copy of Completed Preservice Performance Assessment (PPA) Document

A copy of the form is included in this package. You must supply the evidence for meeting each standard by noting the appropriate item from the Lines of Evidence section. The PPA Guidelines (http://www.doe.mass.edu/edprep/ppa\_guidelines.pdf) contain evaluation questions that suggest lines of evidence to cite.

5. Lines of Evidence for Meeting Standards

All evidence used to support the assessment documents must be included here. Number each item so that you can refer to it on the PPA and the NSTA Standards Assessment form. If only a section of an item is needed as evidence for a standard, mark the relevant section with a sticky note or other flag.

You must include all observation forms, a safety portfolio, and an extended unit plan. (Descriptions of the safety portfolio and the extended unit plan are included in this packet.) Other evidence might include specific lesson plans, records of conferences or meetings, or examples of student work.

6. Reflective Summary of Practicum Experience

What did you learn from the practicum experience? Has your teaching philosophy changed in response to this experience?

**Safety Portfolio**

Purpose:

Science is most effectively learned through hands-on and minds-on activities. Hands-on activities in laboratory and field settings provide unique opportunities for inquiry and learning, however, they can also result in personal injury and harm to the student, the environment, or live animals if not carefully planned and closely monitored.

As a teacher, your responsibility is to provide safe lab experiences for your students. Safe classrooms do not come about by accident; they require foresight and preparation. You must keep safety in mind as you plan, prepare, and conduct the lab work. During your practicum, you have the opportunity to work with your cooperating teacher to develop these skills. The safety portfolio documents your understanding of how to create and instruct safe and ethical laboratory activities.

Required Documentation

You must include a narrative that addresses each of the points below. Your lesson plans must include complete instructions for the preparation of lab materials as well as plans for distribution and disposal of materials, as well as a description of how you monitor class behavior. A copy of at least one lab observation form completed by your Academic supervisor must be included.

*School Policies*

Identify any school or district policies pertaining to purchase, storage or disposal of hazardous materials and to student conduct in science classrooms. Obtain copies of safety contracts used by the school. Identify any general emergency procedures and policies that are relevant to lab activities in your classroom. Describe the policies and determine whether they address the issues and situations that might arise in the classroom lab setting. If no safety contract is provided by the school, prepare one for use in your classroom.

*Facilities*

* Identify and describe the facilities available for storage, distribution and disposal of lab materials.
* What classes of materials could be used safely in this setting?
* What types of commonly used materials might present problems and what alternatives are available?
* What safety equipment is available in the classroom and who knows how to use it?
* What facilities are available for keeping animals in the classroom or school? Are they adequate to provide humane conditions for the animals and safe conditions for the students?

Draw a diagram of the classroom in which you will be conducting lab exercises, noting safety equipment, exits, and permanent storage and distribution areas. Also note the positions of furniture and traffic patterns. Based on the layout of the room, identify areas for storage and distribution of lab materials used in a laboratory activity. Propose a plan for distribution of materials and equipment to individual students or groups. This distribution plan may be used in your lab lesson plans.

*Lab Orientation*

Describe the safety orientation that you provided for students at the beginning of the course. Include any training and/or safety contracts/quizzes used by yourself and/or your Supervising Practitioner. Explain, generally, how students are reminded of safe practices before each new lab.

**Scoring Guide for Safety Portfolio**

|  |  |  |
| --- | --- | --- |
| Objective | Indicators of Minimum Proficiency | Met/Not Met/Comments |
| Candidate understands school polices related to lab safety. | Portfolio includes copies of school policies or confirmation that no such policies exist.Narrative addresses applicability of school policies to routine lab activities and common accidents. |  |
| Plans for lab safety | Analysis of classroom facilities addresses limitations on storage and handling of materials.Analysis of classroom identifies all safety equipment and evaluates their appropriateness for the activities planned.Lesson plans include instructions for preparing lab materials and plans for distribution of materials and equipment to students that are based on the physical layout of the classroom.Lab activities are set up according to the lesson plan. |  |
| Provides appropriate safety instructions to students. | Student safety contract is complete and appropriate for student level.Introduction to lab activities includes specific safety instructions.Student understanding of safety instructions is assessed prior to beginning activity. |  |
| Handles materials safely | Chemicals and biological materials used in the lab are handled appropriately.Equipment is in good working order and is used safely. | (Evidence is obtained from observation forms.) |
| Maintains safe classroom environment | Candidate monitors all students’ activities during the lab.Immediately responds to any unsafe behavior in a way that minimizes possible harm to students and communicates to students the reasons for behaviors appropriate to the situation.Safety equipment appropriate for the activity is readily available. | (Evidence is obtained from observation forms.) |

**Extended Unit Plan**

The extended unit plan is based on the Teacher Work Sample developed by the Renaissance Partnership for Improving Teacher Quality (http://fp.uni.edu/itq). This model extends the typical unit plan to address the following standards:

* The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
* The teacher sets significant, challenging, varied, and appropriate learning goals.
* The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
* The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
* The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
* The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
* The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

During your practicum, you will plan and teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on the Next Generation Science Standards and the Massachusetts Curriculum Frameworks, while creating an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction using a unit plan format. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

The extended unit plan must contain the following sections:

**I. Contextual Factors**

**TWS Standard**

***The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.***

**Task**

Discuss relevant factors and how they may affect the teaching and learning process. Include any supports and challenges that affect instruction and student learning.

**Prompt**

In your discussion, include:

**Community, district, and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

**Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

**Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.

**Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested Page Length:** 1-2

The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard***:* ***The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*** |
|  **Rating** **Indicator**   | **1****Does Not Meet** | **2****Meets** | **3****Exceeds** | **Score** |
| **Knowledge of Community, School and Classroom Factors** | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.  | Teacher displays a knowledge of the characteristics of the community, school, and classroom that may affect learning, especially as it relates to science instruction. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning, especially as it relates to science instruction, and has taken steps to utilize this understanding appropriately. |  |
| **Knowledge of Characteristics of Students**  | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).  | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.  | Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning and considers those differences when planning science lessons.  |  |
| **Knowledge of Students’ Varied Approaches to Learning** | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).  | Teacher displays general knowledge about the different ways students learn science (e.g., learning styles, learning modalities).  | Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) and considers those differences when planning science lessons.  |  |
| **Knowledge of Students’ Skills And Prior Learning** | Teacher displays little or irrelevant knowledge of students’ skills and prior learning.  | Teacher displays general knowledge of students’ skills and prior learning that may affect students learning new science concepts.  | Teacher displays general & specific understanding of students’ skills and prior learning that may affect learning, including an awareness and diagnosis of science misconceptions and instruction for conceptual change. |  |
| **Implications for Instructional Planning and Assessment** | Teacher does not provide implications for instruction and assessment based on student differences and community, school, and classroom characteristics OR provides inappropriate implications.  | Teacher provides general implications for science instruction and assessment based on student individual differences and community, school, and classroom characteristics.  | Teacher provides specific implications for science instruction and assessment based on student individual differences and community, school, and classroom characteristics.  |  |

**II. Learning Goals**

**TWS Standard**

*The candidate sets significant, challenging, varied and appropriate learning goals.*

***NSTA Standards (2012) 5b and 5c***

**Task**

Provide and justify the learning goals for the unit, based on state and national standards and the needs of your students.

**Prompt**

*Note:* You may combine Prompts 1-3 into a single table.

1) List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied (include the learning of scientific inquiry processes) and appropriate.

2) Show how the learning goals are aligned with nature of science theme(s) from the Next Generation Science Standards (2013). The nature of science themes are:

* Scientific investigations use a variety of methods.
* Scientific knowledge is based on empirical evidence.
* Scientific knowledge is open to revision in light of new evidence.
* Scientific models, laws, mechanisms, and theories explain natural phenomena.
* Science is a way of knowing.
* Scientific knowledge assumes an order and consistency in natural systems.
* Science is a human endeavor.
* Science addresses questions about the natural and material world.

3) Show how the learning goals are aligned with the unit plan assessment tools.

4) Discuss why the learning goals are appropriate in terms of development (pre-requisite knowledge, skills, and other student needs).

**Suggested Page Length:** 2-3

**Section II. Learning Goals** The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard***:* ***The candidate sets significant, challenging, varied and appropriate learning goals.*** |
| **Rating** **Indicator**  | **1****Does Not Meet** | **2****Meets Expectations** | **3****Exceeds Expectations** | **Score** |
| **Significance, Challenge and Variety** | Goals reflect only one type or level of learning. No evidence of learning through inquiry (scientific and engineering practices). | Goals reflect several types and/or levels of science learning, including learning through inquiry-based activities that require students to develop concepts and relationships through the process of inquiry (observations, data collection, making inferences). | Goals reflect several types and/or levels of science learning, including sophisticated levels of inquiry-based learning that reveal students’ ability to synthesize and critically analyze their scientifically-constructed arguments. |  |
| **Alignment with core content knowledge outlined in the Massachusetts Curriculum Frameworks and Next Generation Science Standards** | GoaIs are insufficiently aligned with core content knowledge. | Goals are sufficiently aligned with core content knowledge, , as specified by the National Science Teachers Association. | Goals are expertly written and fully aligned with core content knowledge, as specified by the National Science Teachers Association. |  |
| **Alignment with the appropriate nature of science theme (NGSS 2013)*****NSTA Standards (2012) 5b, 5c*** | No evidence of theme in learning goals. | Goals are weakly aligned with nature of science theme and include appropriate science content, as specified by the National Science Teachers Association. | Goals are explicitly aligned with theme and include appropriate science content, including scientific inquiry, as specified by the National Science Teachers Association. |  |
| **TOTAL SCORE** |  |

**III. Assessment Plan**

**TWS Standard**

*The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

***NSTA Standards (2012) 5a, 5b, 5c***

**Task**

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

**Prompt**

**1)** **Provide an overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

**2)** **Describe the pre- and post-assessments that are aligned with your learning goals**. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

**3)** **Discuss your plan for formative assessment that will help you determine student progress during the unit**. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

**4)** **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

**Suggested Page Length:** 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard*: The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*** |
| **Rating →****Indicator ↓** | **1****Does Not Meet Expectations** | **2****Meets Expectations** | **3****Exceeds Expectations** | **Score** |
| **The assessment plan describes formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.*****NSTA Standard (2012) 5a*** | **The assessment plan is not written to provide meaningful data in multiple activities. Candidate was unable to draw any conclusions about the results.** | **The assessment plan is designed to include specific formal and informal assessments for each activity, however, may lack a level of appropriateness for one or more activities. Candidate was able to analyze some data and report on those results.** | **The assessment plan is designed to include specific formal and informal assessments for each activity and can be used to collect data in an equitable manner for all students. Candidate carefully analyzed those data.** |  |
| **Assessment Aligned with Learning Goals: Nature of Science** ***NSTA Standard (2012) 5b***  | **Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.** | **Each learning goal is sufficiently assessed through the assessment plan.**  | **Each of the learning goals is masterfully assessed through the assessment plan; assessments are well-developed, argued for, and uniquely linked to each learning goal.**  |  |
| **Assessment Aligned with Learning Goals: Scientific inquiry processes** ***NSTA Standard (2012) 5c*** | **Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.** | **Each learning goal is sufficiently assessed through the assessment plan.**  | **Each of the learning goals is masterfully assessed through the assessment plan; assessments are well-developed, argued for, and uniquely linked to each learning goal.**  |  |
| **TOTAL** |  |

**IV. Design for Instruction: The Unit Plan**

**TWS Standard**

***The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts****.*

**NSTA Standards (2012)**

***1a-c, 2a-c, 3a-d***

**Task**

Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and the specific learning context.

**Prompt**

**Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

**Lesson Plans.** Present daily lesson plans using the format given in the Practicum Handbook. Use the 5e instructional cycle and plan a variety of activities that provide multiple opportunities for students to achieve success. Lesson plans should have clear, measurable content *and* language objectives (per SEI training). The assessments should be appropriate for each objective.

**Analysis of Activities.** Choose at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. At least one of the activities that you choose must involve inquiry-based teaching. In your explanation for each activity, include:

- how the content relates to your instructional goal(s),

- how the activity stems from your pre-assessment information and contextual factors.

**Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

**Suggested Page Length**: As needed

The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard*: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*** |
|  **Rating** **Indicator**  | **1****Does Not Meet** | **2****Meets** | **3****Exceeds** | **Score** |
| **Alignment with Learning Goals*****NSTA Standard 1c*** | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals, which are linked with the NSTA standards. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals, which are linked with the NSTA standards. All learning goals are covered in the design. |  |
| **Accurate Representation of Content*****NSTA Standards 1a, 2c*** | Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline as delineated by the NSTA standards. | Teacher’s use of content is accurate. Focus of the content is congruent with the big ideas or structure of the discipline as delineated by the NSTA standards. |  |
| **Lesson and Unit Structure** | The lessons within the unit are not logically organized organization (e.g., sequenced).  | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. | All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals. |  |
| **Lesson Plan Format** | The lesson plans presented do not adhere to the required format conventions.  | The lesson plans presented largely adhere to the required format conventions. | All sections of the lesson plan format are consistently used. |  |
| **Lesson Plan Content*****NSTA Standard 2c*** | Activities and assessments are poorly described.  | The lesson plans adequately describe the activities and assessments. | The lesson plans describe all activities and assessments with sufficient detail such that a substitute teacher would be able to present the lesson successfully. |  |
| **Use of a Variety of Instruction, Activities, Assignments and Resources*****NSTA Standards 3a-d*** | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). |  Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. |  |
| **Use of Inquiry*****NSTA Standards 2a-c*** | Little use of inquiry-based instructional activities. | Unit includes “hands-on” activities that allow students to collect and analyze data. | At least one activity in the unit engages students in the process of scientific inquiry, including problem-solving, as a means to developing concepts. |  |
| **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources*****NSTA Standard 2c*** | Instruction has not been designed with reference to contextual factors and preassessment data. Activities and assignments do not appear productive and appropriate for each student. | Some instruction has been designed with reference to contextual factors and preassessment data. Activities and assignments appear productive and appropriate for each student with some references to students’ prior knowledge and preconceptions of science concepts. | Most instruction has been designed with reference to contextual factors and preassessment data. Activities and assignments appear productive and appropriate for each student, taking into account students’ prior knowledge and preconceptions of science concepts. |  |
| **Use of Technology*****NSTA Standard 1b*** | Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided. | Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology. | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology. |  |

**V. Instructional Decision-Making**

**TWS Standard**

***The teacher uses on-going analysis of student learning to make instructional decisions.***

**Task**

Provide two examples of instructional decision-making based on a student’s learning or responses.

**Prompt**

· Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

- Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).

- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

· Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

- Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).

- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

**Suggested Page Length:** 3-4

The following scoring rubric will be used to evaluate this section:

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating** →**Indicator** ↓ | **1****Indicator Not Met**  | **2****Indicator Met at Basic Proficiency Level**  | **3****Indicator Met at Proficient Level** |
| **Sound Professional Practice** | Many instructional decisions are inappropriate and not pedagogically sound. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. | Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning). |
| **Modifications Based on Analysis of Student Learning**  | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. |
| **Congruence Between Modifications and Learning Goals**  | Modifications in instruction lack congruence with learning goals. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals. |

**VI. Analysis of Student Learning**

**TWS Standard**

***The candidate uses assessment data to analyze student learning and communicate information about student progress and achievement.***

***NSTA Standard (2012) 5a***

**Task**

Analyze your diagnostic, formative, and summative assessment data to provide evidence to show that student understanding (based on your learning goals) changed as a result of instruction. Your analysis should also provide evidence for the diversity of student learners in your class. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

**Prompt**

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

**1)** **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on **every student on every learning goal**. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Your data should serve as evidence to determine if

a) student learning of core science concepts changed,

b) students comprehend nature of science themes (distinguishing science from nonscience, understand the evolution and practice of science as a human endeavor, critically analyze assertions made in the name of science), and

c) students use inquiry processes (can develop concepts and relationships from their observations, data, and inferences).

Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

**2)** **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

**3)** **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

***Note****: You will provide possible reasons for why your students learned (or did not learn) in the next section, “Reflection and Self-Evaluation.”*

**Suggested Page Length:** 4 + charts with explanatory text and student work examples (please remove student names)

**VI. Analysis of Student Learning** The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard: *The candidate uses assessment data to analyze student learning and communicate information about student progress and achievement.***  |
| **Rating** →**Indicator** ↓ | **1****Does Not Meet Expectations** | **2****Meets Expectations** | **3****Exceeds Expectations** | **Score** |
| **Alignment with Learning Goals:****Scientific knowledge, nature of science, and scientific inquiry*****NSTA Standards (2012) 5a, 5b, and 5c*** | Analysis is not aligned with learning goals. | Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.  | Analysis is fully aligned with learning goals related to the central scientific concepts, the nature of science, and scientific inquiry. There is a comprehensive profile of student learning for the whole class, subgroups, and two individuals. |  |
| **Interpretation of data** | Interpretation is inaccurate, and conclusions are missingor unsupported by data.  | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful, and appropriate conclusions are drawn from the data. |  |
| **Impact on student learning** | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.Evidence for changes in student understanding of the nature of science and scientific inquiry processes is presented. | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.**Evidence for changes in student understanding of the nature of science and scientific inquiry processes is clearly distinguished from evidence for increases in content knowledge.** |  |

**VII. Reflection and Self-Evaluation**

**TWS Standard**

*The candidate reflects on the relationship between his or her instruction and student learning in order to improve teaching practice.*

**NSTA Standards (2012) *5a, 5b***

**Task**

Reflect on your performance as a teacher by considering your impact on student learning. Link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

**Prompt**

**1) Reflect on lesson effectiveness –successful activities and assessments.** Select the activities and assessments where your students were most successful. Provide two or more reasons for this success. Consider your *TWS objectives*, instruction, and assessments along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones. Reflect on what you would do next time if given the opportunity to implement the activity/assessment again.

**2) Reflect on lesson effectiveness –least successful activities and assessments.** Select the activities and assessments where your students were least successful. Provide two or more possible reasons for this lack of success. Again, consider your *TWS objectives*, instruction and assessment along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones. Reflect on what you would do next time if given the opportunity to implement the activity/assessment again.

3) **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

**Suggested Page Length:** 2

**VII. Reflection and Self-Evaluation** The following scoring rubric will be used to evaluate this section:

|  |
| --- |
| **TWS Standard*: The candidate reflects on the relationship between his or her instruction and student learning in order to improve teaching practice.*** |
| **Rating** →**Indicator** ↓ | **1****Does Not Meet Expectations** | **2****Meets Expectations** | **3****Exceeds Expectations** | **Score** |
| **Interpretation of Student Learning*NSTA Standard (2012) 5a*** | No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.  | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals. |  |
| **Insights on Effective Instruction and Assessment *NSTA Standard (2012) 5a*** | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).  | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. |  |
| **Alignment Among Goals, Instruction and Assessment *NSTA Standard (2012) 5b*** | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. |  |
| **Implications for Future Teaching *NSTA Standard (2012) 5a*** | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. |  |
| **Implications for Professional Development**  | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. | Describes specific steps to meet these goals. |  |

**Observation Requirements**

During your practicum, you will be observed by both your Education Department supervisor and the Academic (biology) supervisor. You are responsible for contacting each supervisor to arrange the observation. When scheduling the observation, please be sure to provide your class schedule, protocol for checking in at the high school, and any other information pertinent for the visiting observer. If possible, you should plan to be observed during a class that precedes a free period so that you have time to discuss your performance with the observer.

The Academic supervisor must observe you conducting at least one hands-on, inquiry activity. With the lesson plan that you submit to your supervisor, you should include a detailed lab protocol containing:

* Directions for the preparation of all materials
* A list of the steps to be followed by the students including plans for the distribution of any materials or equipment
* A copy of the pre-lab instructions given to students
* Plans for formative assessment of student understanding of the lab procedure.
* Plans for the disposal of any hazardous materials whether generated by the lab procedure or by accidents (e.g., broken glass)
* Plans for response to likely accidents.

For this observation, the Lab Observation Form will be completed in addition to the standard observation form.

***The link between student data and the standards***

|  |  |
| --- | --- |
| Lab Observation Form Criteria | NSTA Standards (2012) |
| Students have received appropriate instruction, both orally and in writing, regarding lab conduct and safety prior to the lab. | 4b, 4c |
| The ethical treatment of living organisms used during the laboratory exercise is explained. | 4c |
| Goal and/or purpose of lab experiment are explained. |  |
| Experimental procedures are explained. |  |
| There is an adequate explanation and demonstration of equipment to be used, including safety precautions. | 4b, 4c |
| Relevant mathematical equations, calculations, and graphs are explained. |  |
| Data analysis and data reporting are described. |  |
| Candidates are allowed to ask and answer questions regarding the lab experiment.  |  |
| Student understanding of lab procedure and safety precautions is assessed before the lab work is started.  | 4b, 4c |
| Students comply with the safe, humane, and ethical treatment of living organisms used in the laboratory exercise.  | 4c |
| Distribution of materials occurs in a safe and orderly manner. |  |
| Student behavior is actively monitored and unsafe behaviors are addressed immediately. | 4a |
| Clean up and disposal of materials occurs in a safe and orderly manner. | 4b |

**DISPOSITIONAL ASSESSMENT**

Student: Course: Teacher: Date:

Scale for Dispositional Outcomes

 3 = The candidate demonstrates all the qualities of this outcome.

 2 = The candidate demonstrates most of the qualities of this outcome, but can use additional support and/or practice.

 1 = The candidate understands the disposition but has not had an opportunity to apply it.

 0 = The candidate does not understand the disposition.

 -1 = The candidate does not display the disposition and in fact works n direct opposition and/or contrast to it.

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| --- | --- |
| \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  | **Dispositional description for TECCAS #1**The candidate takes responsibility for learning the content and recognizes the importance of knowing content in order to design comprehensive learning experiences for students.  **Dispositional descriptions for TECCAS #2**A. The candidate believes that all children are capable of demonstrating proficiency with appropriate instruction and demonstrates this belief by constructing learning experiences that are sensitive to the needs of all students. B. The candidate establishes an environment of respect and self-direction that supports student development.**Dispositional description for TECCAS #3**The candidate demonstrates enthusiasm, respect, and genuine concern for the individuality and diversity of all students, which is reflected in lesson planning, teaching, and interactions with students, family and community.  **Dispositional description for TECCAS #4**The candidate believes in the importance of using/adopting diverse teaching strategies in order to promote learning, academic achievement, and student development. **Dispositional descriptions for TECCAS #5**A. The candidate listens empathetically and actively to students and validates their perspectives, promoting reciprocal discourse. B. The candidate encourages student participation in classroom governance as is evidenced through discussions and interactions. C. The candidate relates lessons to students’ personal interests and allows students to have choices in their learning. **Dispositional description for TECCAS #6**The candidate enhances learning through the comprehensive use of technology incorporating methods to promote access for all students.  **Dispositional description for TECCAS #7**The candidate considers the various constituencies and demonstrates this by aligning lesson goals and objectives with District and State standards while incorporating the resources of the community and the abilities and interests of students. **Dispositional descriptions for TECCAS #8**A. The candidate understands the value of using a variety of assessment tools for evaluation and demonstrates this by recording and articulating the progress of each learner in all areas of development.B. The candidate uses data for continued instructional improvement.(Total Points from page 1 to be added to next page)**Dispositional descriptions for TECCAS #9**1. The candidate understands the expectations of professional behavior and demonstrates this through proper attendance, punctuality, dress, and language.

 1. The candidate demonstrates an understanding of the ethics of teaching by adhering to the rules of confidentiality and abiding by the legal regulations of the profession.

 1. The candidate values and considers the input of others (including students and parents) to continuously self assess as is evidenced in reflective journals, classroom behaviors, and personal conversations.

 1. The candidate solicits suggestions/feedback from colleagues and supervisors and uses data for continuous instructional improvement to ensure success for all learners.

 1. The candidate demonstrates enthusiasm for subject matter through passionate and energetic delivery of lessons.

 1. The candidate demonstrates a commitment to continued scholarship through participation at professional meetings and events.

 **Dispositional descriptions for TECCAS #10**1. The candidate initiates positive contact with parents/guardians, colleagues, and community agencies to enhance learning opportunities for students.
2. The candidate responds in a timely and courteous manner to requests from parents and community agencies to ensure the well-being of students.

  |
| \_\_\_\_\_\_ | Total Points (pages 1 and 2)  |
|  | *TECCAS Outcomes* 1. The candidate can describe/explain the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The candidate can describe and discuss how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The candidate can describe/explain how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The candidate creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The candidate uses a variety of instructional media to foster student learning and collaboration.
7. The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The candidate uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support

students' learning and well-being. |

Student Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­ Supervisor Practitioner Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BIOLOGY/CHEMISTRY/GENERAL SCIENCE**

***Massachusetts Department of***

***Elementary and Secondary Education***

75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000

**Pre-service Performance Assessment Form for Teachers**

**603 CMR 7.08 Professional Standards for Teachers**

**Part 1 – To be completed by the candidate** [ ] Practicum [ ] Practicum Equivalent

|  |  |
| --- | --- |
| First Name:        | Last Name:       |
| Street Address:       |
| City/Town:        | State:    | Zip:       |
| Sponsoring Organization:       |
| MEPID:       or License #:        |
| Program & Level:        |
| Practicum/Equivalent Course Number:        | Credit hours:     |
| Practicum Course Title:       |
| Practicum/Equivalent Site:        | Grade Level(s) of Students:        |
| Total Number of Practicum Hours:      | Number of hours assumed full responsibility in the role:      |
| Other Massachusetts licenses held, if any:       |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) [ ]  Yes [ ]  No |
|  |
| **Part 2- To be completed by the Program Supervisor** |
| Name:       |
| The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:Candidate’s License Field:       Grade Level:       |
| 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/her most recent evaluation. [ ]  Yes [ ]  No |
|  |
| **Part 3- To be completed by the Supervising Practitioner** |
| Name:       | Position:       |
| School District:       |
| License: [ ] Initial [ ]  Professional  | # of years of experience under license:        |
| MEPID:       or License #:       | License Field(s):       |
|  |
| **Part 4 – Initial 1, 2, 3** |
| 1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate. |
| Date:       | Candidate:       | Program Supervisor:       | Supervising Practitioner:       |
| 2. Meeting held midway through the practicum at which the Candidate’s progress toward the Professional Standards was discussed. |
| Date:       | Candidate:       | Program Supervisor:       | Supervising Practitioner:       |
| 3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments. |
| Date:       | Candidate:       | Program Supervisor:       | Supervising Practitioner:       |
|  |  |  |  |
| **Part IV**  |
| Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) &7.04(2)(4)(b) [ ] Yes [ ]  No |
| Program Supervisor: | Date |
| Supervising Practitioner: | Date |
| Mediator (if necessary see: 603 CMR 7.04(4) | Date |

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

**Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 - 12, and license-specific questions per standard B2c are pages 13-44.**

|  |
| --- |
| **Standard A - Plans Curriculum and Instruction** |
| **Indicators** | **Standard\*** | **Evidence** | **Rating** |
| **1.** Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge.*(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).* | NAEYC 4cTECCAS 7 |  |  |
| **2.** Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught. | NAEYC 4bTECCAS 2,4,8, |  |  |
| **3.** Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.  | NAEYC 4cTECCAS 3, 7  |  |  |
| **4.** Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. | NAEYC 4cTECCAS 7 |  |  |
| **5.** Plans lessons with clear objectives and relevant measurable outcomes. | NAEYC 4dTECCAS 7 |  |  |
| **6.** Draws on resources from colleagues, families, and the community to enhance learning. | NAEYC 2aTECCAS 10 |  |  |
| **7.** Incorporates appropriate technology and media in lesson planning. | NAEYC 4bTECCAS 7NTA 5d |  |  |
| **8.** Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms. | NAEYC 4dTECCAS 7, 3  |  |  |
| **9**. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges | NAEYC TECCAS 3, 7 |  |  |

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| **Rating:**  | **Explanation of Rating for Standard A - Plans Curriculum and Instruction** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Supervisor (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

|  |
| --- |
| **Standard B – Delivers Effective Instruction** |
| **Indicators** | **Standard** | **Evidence** | **Rating** |
| 1. Communicates high standards and expectations when beginning the lesson: |  |  |  |
| 1. Makes learning objectives clear to students.
 | NAEYC 4b TECCAS 4 |  |  |
| 1. Communicates clearly in writing and speaking and through the use of appropriately designed visual and contextual aids.
 | NAEYC 4cTECCAS 6 |  |  |
| 1. Uses engaging ways to begin a new unit of study or lesson.
 | NAEYC 4aTECCAS 5 |  |  |
| 1. Builds on students’ prior knowledge and experience.
 | NAEYC 4cTECCAS 4 |  |  |
| **2.** Communicates high standards and expectations when carrying out the lesson. |  |  |  |
| 1. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 | NAEYC 4b TECCAS 4 |  |  |
| 1. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
 | NAEYC 4bTECCAS 4 |  |  |
| 1. **Demonstrates an adequate knowledge of and approach to the academic content of lessons. (*Please attach documentation that license-specific questions were used to evaluate candidate knowledge)*** (Record in Section F)
 | NAEYC 4cTECCAS 6 |  |  |
| 1. Employs a variety of reading and writing strategies for addressing learning objectives.
 | NAEYC 4cTECCAS 4 |  |  |
| 1. Uses questioning to stimulate thinking and encourages all students to respond.
 | NAEYC 4bTECCAS 3,4 |  |  |
| 1. Uses instructional technology appropriately.
 | NAEYC 4bTECCAS 6 |  |  |
| 1. Uses effective strategies and techniques for making content accessible for English language learners.
 | NAEYC 4cTECCAS 3 |  |  |
| 1. Demonstrates knowledge of the differences 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.
 | NAEYC TECCAS 3, 7 |  |  |
| **3.** Communicates high standards and expectations when extending and completing the lesson. |  |  |  |
| 1. Assigns homework or practice that furthers student learning and checks it.
 | NAEYC 2cTECCAS 4 |  |  |
| 1. Provides regular and frequent feedback to students on their progress.
 | NAEYC 3cTECCAS 4 |  |  |
| 1. Provides many and varied opportunities for students to achieve competence.
 | NAEYC 4bTECCAS 4 |  |  |
| **4.** Communicates high standards and expectations when evaluating student learning. |  |  |  |
| 1. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 | NAEYC 3bTECCAS 9 |  |  |

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| 1. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
 | NAEYC 3cTECCAS 9 |  |  |

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| **Rating:**  | **Explanation of Rating for Standard B – Delivers Effective Instruction** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Supervisor (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

|  |
| --- |
| **Standard C – Manages Classroom Climate and Operation** |
| **Indicators** | **Standard** | **Evidence** | **Rating** |
| **1.** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance | NAEYC 1cTECCAS 5 |  |  |
| **2.** Creates a physical environment appropriate to a range of learning activities. | NAEYC 1cTECCAS 5 |  |  |
| **3**. Maintains appropriate standards of behavior, mutual respect, and safety. | TECCAS 5 |  |  |
| **4.** Manages classroom routines and procedures without loss of significant instructional time. | TECCAS 5 |  |  |

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| **Rating:**  | **Explanation of Rating for Standard C – Manages Classroom Climate and Operation** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

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| **Standard D – Promotes Equity** |
| **Indicators** | **Standard** | **Evidence** | **Rating** |
| **1.** Encourages all students to believe that effort is a key to achievement. | NAEYC 4aTECCAS 3 |  |  |
| **2.** Works to promote achievement by all students without exception. | NAEYC 4aTECCAS 3 |  |  |
| **3.** Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary. | NAEYC 3cTECCAS 3 |  |  |
| **4.** Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community. | NAEYC 1bTECCAS 3 |  |  |
| **5.** 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. | NAEYC TECCAS 10 |  |  |

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| **Rating:**  | **Explanation of Rating for Standard D – Promotes Equity** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Supervisor (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| --- |
| **Standard E – Meets Professional Responsibilities** |
| **Indicators** | **Standard** | **Evidence** | **Rating** |
| **1.** Understands his or her legal and moral responsibilities. | NAEYC 5bTECCAS 9.10 |  |  |
| **2.** Conveys knowledge of and enthusiasm for his/her academic discipline to students. | NAEYC 5aTECCAS 9.10 |  |  |
| **3**. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.  | NAEYC 5cTECCAS 9.10 |  |  |
| **4.** Collaborates with colleagues to improve instruction, assessment, and student achievement. | NAEYC 5cTECCAS 9.10 |  |  |
| **5**. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them. | NAEYC 2cTECCAS 9.10 |  |  |
| **6.** Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth. | NAEYC 5dTECCAS 9.10 |  |  |
| **7.** Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. | NAEYC 5eTECCAS 9.10 |  |  |

|  |  |
| --- | --- |
| **Rating:**  | **Explanation of Rating for Standard E – Meets Professional Responsibilities** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Supervisor (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_**

\*NAEYC Standards are available at: http://www.naeyc.org/ncate/files/ncate/Initial\_2pager.pdf

\*NSTA Standards are available at: <http://www.nsta.org/pd/ncate/docs/2012NSTAPreserviceScienceStandards.pdf>

**\*TECCAS Outcomes are available at:** [**http://www.wsc.ma.edu/TEC/coreoutcomes.htm**](http://www.wsc.ma.edu/TEC/coreoutcomes.htm)

**Summary Decision for Preservice Performance Assessment**

**Teacher candidate’s *Preservice Performance As*s*essment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes \_\_\_\_\_\_\_\_ or No \_\_\_\_\_\_\_\_.**

**Candidate(sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_MEPID or License*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Program Supervisor (sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Standard** | **Rating (from pp. 2-6)** |
| **(a) Plans Curriculum and Instruction** |  |
| **(b) Delivers Effective Instruction** |  |
| **(c) Manages Classroom Climate and Operation** |  |
| **(d) Promotes Equity** |  |
| **(e) Meets Professional Responsibilities** |  |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

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| **Summary Comments (integrated assessment of performance):** |

The sponsoring organization should maintain this assessment record as part of its candidate’s permanent file. Copies do not have to be sent to the Department of Education.

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| **Section F – License Specific Questions** |  |  |
|  |  |  | **Evidence Found** |  |
| **Indicators** | **Standard** | **Evidence** | **Yes** | **No** | **Rating** |
| **1**. Is the candidate’s explanation of scientific concepts accurate? | NSTA 1TECCAS 1 |  |  |  |  |
| **2.** Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level? | NSTA 1TECCAS 1 |  |  |  |  |
| **3**. Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson? | NSTA 3TECCAS 7 |  |  |  |  |
| **4.** Does the candidate discuss the mathematical skills related to the particular science unit they are teaching? | NSTA 1 TECCAS 4, 7 |  |  |  |  |
| **5**. Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V? | NSTA 4, TECCAS 5 |  |  |  |  |
| **6.** Does the candidate model scientific reasoning in demonstrating or teaching scientific units? | NSTA 2TECCAS 4 |  |  |  |  |
| **7.** Does the candidate address student’s prior knowledge and misconceptions in science? | NSTA 2TECCAS 4, 5 |  |  |  |  |
| **8.** Does the candidate model a variety of methods research, including laboratory techniques and use of computers? | NSTA 3, bTECCAS 4 |  |  |  |  |
| **9.** Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments? | NSTA 3TECCAS 4 |  |  |  |  |

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| **Rating:**  | **Explanation of Rating for Standard E – License Specific Questions** |

**Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Supervisor (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

**Supervising Practitioner (initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_**

\*NSTA Standards are available at: <http://www.nsta.org/pd/ncate/docs/2012NSTAPreserviceScienceStandards.pdf>

\*TECCAS Outcomes are available at: http://www.wsc.ma.edu/TEC/coreoutcomes.htm