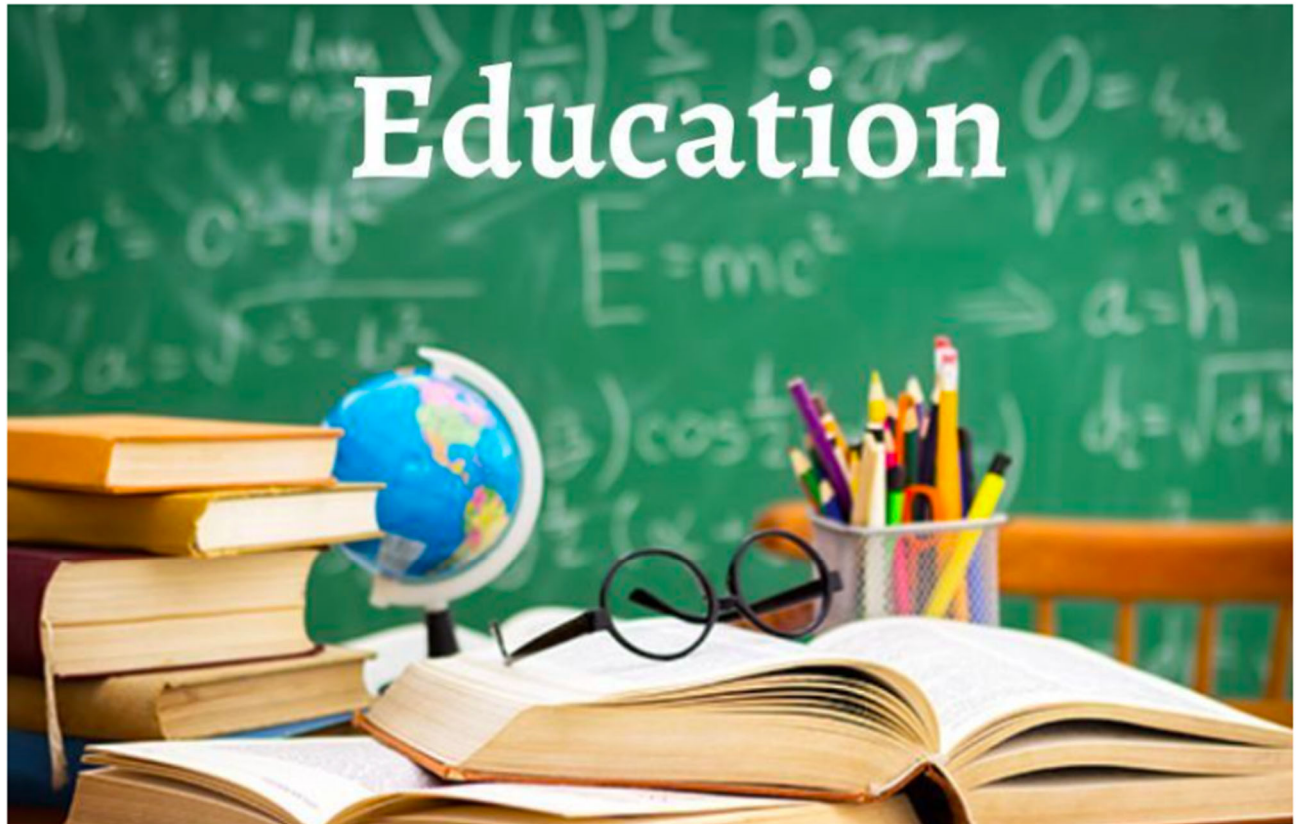




# FITCHBURG STATE UNIVERSITY



**INTEGRATED PARTIAL PRACTICUM [IPP] HANDBOOK**

2022-2023

Dear Candidate,

Congratulations on reaching this exciting stage in your teacher preparation program. The Integrated Partial Practicum (IPP) provides clinical experiences for you to learn, practice, and be assessed on the pedagogy and content knowledge needed for successful teaching and learning. This field-based experience helps bridge theory and practice by providing authentic, supported practice and targeted feedback opportunities needed to develop effective, well-prepared teachers.

In the next several months, you will participate in a rigorous field-based experience along with the aligned coursework that will build your readiness for the practicum and your future teaching career. Your program supervisor and supervising practitioner will guide and support you through this experience.

I wish you great success in your journey in becoming an outstanding and caring educator. I am fully confident that you will positively impact students' lives and learning. Good luck, and enjoy every aspect of this experience.

Kind Regards,

Dr. Lyndsey Benharris, Ph.D

Department Chair

Education Department

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## The Conceptual Framework of the Education Unit

### Introduction

The Conceptual Framework of the Education Unit at Fitchburg State University articulates the vision and mission of the unit. The Education Unit has determined that it will strive to prepare candidates who are knowledgeable, skillful, caring and ethical. These four words serve as a guiding structure of our educator licensure programs.



### The Link to the University Mission

Fitchburg State University has been designated as the "Leadership University". The mission of the university is to emphasize the importance of leadership through leadership studies, service learning, civic responsibilities, ethical development and international education. The central theme of the mission statement, leadership, is interwoven in the Conceptual Framework. Educating for Leadership is the core of the Education Unit's Conceptual Framework.

### Conceptual Framework Overview

Candidates who complete Education Unit preparation programs are knowledgeable, skillful, competent, ethical, and caring professionals. Fitchburg State University candidates use research, reflective thinking, and collaboration to provide leadership for effective educational practices in a diverse society and to provide successful leadership to affect policy development, research programs, instruction, and curriculum design.

## ***Knowledgeable***

Knowledgeable candidates are literate in and have a broad understanding of the academic disciplines and their modes of inquiry. They are cognizant of the kinds of thinking basic to the development of an active citizen in a democracy. Knowledgeable candidates are able to facilitate curriculum development and changes based upon changes in technology and the needs of an educated person in a diverse society. Knowledgeable candidates are able to assess the developmental levels, social, emotional and academic needs of individual students and have the leadership capability to provide for these needs in their classrooms, in their schools and in their communities. Knowledgeable candidates create learning environments that maximize both learning and the desire to learn. Candidates demonstrate leadership ability to create classrooms and schools that are safe, friendly and stimulating by collaborating with everyone involved with the students.

## ***Skillful***

Another distinguishing characteristic of leadership is skill. Skillful candidates facilitate their students' understanding of important concepts in ways that are consistent with their experiences, developmental levels, learning styles and background knowledge. Candidates are skillful in implementing sound pedagogical skills and are positive, fair, supportive and respectful. Skillful candidates model learning for their students and implement scientifically, research-based practices in literacy, mathematics, technology, science, the arts and the social sciences. Skillful candidates create safe environments where students are supported emotionally as well as physically. Skillful candidates are effective in obtaining resources for their classes and schools to ensure quality support.

## ***Caring and Ethical***

Candidates exhibit the qualities of caring and ethical behavior, the most important qualities of a leader. Candidates strive for excellence but do so with consideration for their students, knowing that they act "in loco parentis". Candidates' interactions with students reflect not only the candidates' knowledge of research-based practices, but also their compassion, caring, humanity and spirit. Candidates' efforts to involve family and other professionals in the school lives of students reflect the candidates' knowledge of the need for collaboration and the holistic nature of education. Candidates demonstrate empathetic, adaptable, open-minded behavior that reflects their concern for the welfare of their students and their passion for teaching/learning.

Candidates also take a leadership role in modeling high standards and ethical behavior in the classroom, in the school and in the community. They are committed to developing their knowledge of subject matter and methodology of instruction. They maintain confidentiality and professionalism. They demonstrate accountability regarding students' success both to the

students and to the public. They take a leadership role in promoting appreciation of diversity, in developing safe, nurturing learning environments, in using research-based practices, in working collaborating with professionals, parents and community representatives to ensure that learning excellence and care are afforded all students of varied abilities and ethnic, cultural, linguistic and religious backgrounds.

### **Education Programs' Statement of Philosophy**

- We believe that the goal of education is to enable each individual to become a lifelong learner and an independent, contributing member of society.
- We believe that all children and young adults can and should be educated.
- We believe that all learners are individuals who come to their learning experiences with diverse backgrounds, strengths, needs, talents, learning styles, skills, and challenges; therefore, teachers should be prepared to use a variety of instructional approaches.
- We believe that every school should be a place that:
  - ◇ welcomes all learners;
  - ◇ provides a safe, caring environment for learning and growing;
  - ◇ provides appropriate supports for learning;
  - ◇ empowers learners to feel competent and compassionate;
  - ◇ celebrates diversity;
  - ◇ encourages a sense of belonging and community for all the students and adults.
- We believe that to be effective with any learner, teacher candidates need opportunities to apply what they are learning and reflect on their practice; therefore, we believe that effective teacher preparation programs integrate course work and field-based experiences.
- We believe that effective teacher educators are those individuals who provide models of competent, compassionate teaching to their teacher candidates.

## SPED 4000: Integrated Professional Partial Practicum (IPP)

### **Course Description (IPP):**

In this semester-long experience, the teacher candidates assume responsibility in the classroom and must practice and/or demonstrate the Professional Standards for Teachers. Candidates are responsible for designing and/or planning curriculum and assessments based on the MA Curriculum Framework Standards. In addition, they teach all students by using instructional practices that engage students with diverse learning styles and needs, promote a collaborative learning environment with high expectations and positive student behavior. Finally, candidates participate in a professional culture by reflecting and improving their practice and working collaboratively with school and university supervisors. Required for Early Childhood PreK-2, Elementary Education, Special Education: Moderate and Severe Disabilities programs.

**Prerequisite(s):** *Successful passage of the Stage one of Education Unit Review and Successful passage of all required MTEs for the major.*

### **Policy on Disability:**

Disability Services is the primary support system for students with disabilities taking courses. Integrated Partial Practicum (IPP) is a course that does carry a field experience designation but is considered part of your plan of study. Students that may have required accommodations throughout their university studies would benefit from reporting to Disability Services to arrange for appropriate modifications during these special IPP and practicum courses. Choosing to disclose the existence of a disability is a topic some students may wish to discuss with Disabilities Services. Self-identifying a disability should not be a cause of embarrassment; it can help with the development of field experience accommodations and can ensure the student gets the maximum benefit from their field experience. Disability services can determine appropriate accommodations based on the nature and extent of the disability and thereby help a program supervisor to evaluate your growth fairly. It is always helpful for students to discuss accommodations with your program supervisor. Your program supervisor would have a better idea about what kind of accommodations might be appropriate for you, based on what will be required at your job site (job specific requirements).

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed with the instructor as soon as possible.

### **Supervision of Teacher Candidates:**

Whenever possible, teacher candidates are placed in schools in teams to allow close supervision of their work. The team concept also provides candidates with an opportunity to support and to learn from each other. This approach fosters a close working relationship between the teacher candidates and school personnel.

## **Assignments:**

### **1. Lesson Plans and Block Plan:**

Teacher candidates write lessons in the curricula areas they teach and share their plans with their supervising practitioner prior to implementation. Supervising practitioners should approve all lesson plans prior to implementation. They can sign the lesson plan or provide electronic approval.

At the discretion of the program supervisor and supervising practitioner, candidates may switch to block plans after they have written at least two lesson plans for each new curriculum area; however, even when block plans are in place, a lesson plan using the FSU Lesson Plan Template is always required for all program supervisor observations.

#### **I. Lesson Plans:**

- Teacher candidates must use the Education Department lesson plan format and place all lesson plans in a portfolio, easily accessible to the program supervisor and the supervising practitioner. **(See Appendix B3.)**
- Teacher candidates should write at least two lesson plans for each new curriculum area taught. The procedure of the lesson should be written like directions in a recipe, so that anyone could read the plan and implement it. At the discretion of the supervising practitioner and/or program supervisor, candidates may be required to script their lessons and write exactly what he/she is planning to say.
- Once a new area of the curriculum has been taught at least twice and the supervising practitioner and program supervisor agree, the candidate may switch to a block plan for that subject area.
- If the candidate is teaching something that is scripted by a published program, then the candidate should write the citation of the scripted program and the page number(s) used in the correct place on the plan and attach a copy of the information to be taught to the lesson plan form. When using published scripted lesson portions, candidates should be creative in the ways in which all other aspects of the lesson are designed; for example, how the lesson will activate prior knowledge and how students will be motivated. In addition, if the candidate is able to be creative in the choice of materials, adaptations for diverse learners, and/or teaching strategies, this should be included in the lesson plan.

#### **II. Block Plan (See Appendix B4) :**

- Teacher candidates are expected to have a Block Plan in their portfolio accessible to the program supervisor to read at all times.
- Teacher candidates may be asked by their supervising practitioner to submit their block plans on a weekly basis.



## 2. Reflections:

Within 24 hours of each observation, candidates will share a completed self-reflection with their program supervisor and supervising practitioner. (See Appendix A5.)

The following questions should be used to guide candidate reflections.

- What do you think went particularly well?
- How did this strength impact your students' learning?
- If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?

## 3. Portfolio:

During this field experience, teacher candidates maintain a portfolio of their work in a three-ring binder, or electronically, where the information can be readily accessed by the supervising practitioner or the program supervisor.

The portfolio contains:

- Information sheets detailing school routines, handouts, etc.;
- A copy of written lesson plans that were taught by the candidate;
- Narrative reflections from meetings with program supervisors; and
- All required licensure paperwork.

The portfolio will be discussed during the field experience and fully evaluated at the completion of the field experience. Licensure paperwork will be removed from the portfolio and hand delivered to Mr. Jason Miles, Director of Education Unit Accountability and Licensure.

### **Additional Requirements:**

- **Use of Technology:**  
Whenever appropriate candidates integrate technology in the instructional process and into the development of instructional and behavior supports for students.
- **Observations in Other Curriculum Areas:** Candidates seeking elementary licensure are expected to observe classes in art, health, music, physical education, and structured play (recess).
- **Meetings with Program Supervisor:**  
Teacher candidates meet with their supervising practitioner [and with other professionals in the school as appropriate] on a regular basis to reflect on practice and to plan future work. Program supervisors observe the candidate at least **two times** during the semester as well as provide feedback on the teacher candidate's teaching. A third observation will be conducted if the IPP Candidate does not meet the passing criteria on the first two observations.

## **Evaluation:**

### **1. General Evaluation Criteria:**

- The degree to which the teacher candidate is timely in meeting any deadlines.
- The professional quality of the teacher candidate's assignments. For specific criteria, see the Lesson Plan Rubric and the Observation Report.
- The thoroughness of the teacher candidate's preparation and the degree to which any materials have a professional appearance.
- The degree to which the teacher candidate's teaching strategies and behavior management strategies reflect those taught in the university courses.
- The degree to which the content of the candidate's lessons reflect the Common Core Massachusetts Curriculum Framework.
- The degree to which the teacher candidate meets *all* the attendance requirements including notification of any absences to supervising practitioner and program supervisor.

### **2. Evaluation Process:**

1. **IPP** teacher candidates are formally observed and evaluated on **two** lessons using the FSU lesson plan format by their program supervisor. Candidates must demonstrate that they have met the 4 required criteria indicated on the Gateway II Assessment Observation Rubric (see Appendix for Gateway II Assessment Observation Rubric). Candidates may demonstrate successful passage of the Gateway II Assessment over the course of the two observations. The supervising practitioner and program supervisor meet with the teacher candidate at the beginning, middle, and end of each field experience to discuss the candidate's progress toward meeting the essential elements as outlined in the Candidate Assessment of Performance (CAP for IPP).

The following four categories are assessed on the Gateway II Assessment:

- Well-structured lessons that actively engage students in the learning. (*Criteria 1*)
- Use of Assessments to measure growth of student learning. (*Criteria 5*)
- Accuracy and depth of knowledge in the subject-matter knowledge. (*Criteria 7*)
- Fluency in subject-matter (vertical alignment/vertical progression of learning). (*Criteria 8*)

A **third** observation will be conducted if the IPP Candidate does not meet the passing criteria on the first two observations. See **Appendix B5** for additional information regarding the evaluation process.

**2. Forms:**

The maintenance and submission of all forms are the responsibility of the teacher candidate. Candidates are to fully complete the top of each form prior to handing it to the program supervisor and/or supervising practitioner. Please see **Appendix A** for all required forms that must be hand delivered to the Licensure Officer by the candidate.

**3. Professional Behavior:**

**a. General behavior**

- Teacher candidates are expected to dress appropriately for a school setting and behave in a professional manner at all times in their interactions with students and adults.
- Teacher candidates are expected to follow the professional standards of the related field in all their work.
- Teacher candidates are expected to communicate in a professional manner in email messages, voicemail, and in all forms of written communication.
- Maintain the confidentiality of your placement school, its teachers, staff and students. Do not talk about issues relating to your site when in public, in email, or through any social media outlet.
- Teacher candidates must follow the COVID-19 safety protocols and procedures as established by the school/district.

**b. Attendance and Participation in Pre-Practicum/Practicum Experiences**

- IPP candidates attend every Monday and Tuesday for the full day, for the duration of the semester.
- Teacher candidates are expected to arrive on time before school begins to have an opportunity to meet with the supervising practitioner. Beginning times for school sites vary. Candidates are to check with their supervising practitioner **regarding the time they are expected to arrive and depart their placement.**

**Absences and Responsibilities when Sick**

- Excessive absences must be made up.
- A doctor's or Health Services certificate should be presented to the program supervisor for any absence.
- If the teacher candidate is absent at ANY time, all materials intended for lesson planning must be sent in to the supervising practitioner. The candidate must arrange with a partner to bring these materials to the supervising practitioner or the materials could be sent by email.

- If the candidate is going to be absent, the candidate must contact the program supervisor and the supervising practitioner as soon as possible. The manner in which the candidate contacts each should be determined the first week of the semester. **Note:** It is the candidates' responsibility to obtain school contact information.

**d. Responsibility to Cite Sources**

In preparing materials for students, colleagues, the supervising practitioner or program supervisor, the candidate must cite all sources (internet, literature, and otherwise) using standard referencing processes.

**NOTE:** Reproduction of copyrighted material, without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher and can result in the accusation of plagiarism with all its serious consequences.

## Suggested Teaching Schedule

**Please note that your schedule and responsibilities might be adjusted due to COVID-19 related requirements.**

### **Nature of week-by-week responsibilities:**

The primary goal of the inclusive experience is to foster teaching skills for teacher candidates who choose to work with students with and without disabilities. In addition, one of the goals of the experience is to enable candidates to walk away with a sense of a day in the life of a classroom teacher. To foster achievement of both these goals, the following schedule is proposed. Course requirements at the university may add or alter the specifics of certain responsibilities. In addition, if the candidate, supervising practitioner, and the program supervisor agree, other activities and responsibilities may be required as would benefit the candidate.

The following are suggested activities. Responsibilities are intended to be cumulative; that is, each week's responsibilities build on those of the previous weeks.

### **Suggestions for Week ONE\***

- Observe the teacher and students in several settings.
- Learn the names of students, and begin to learn the names and responsibilities of support staff.
- Assist the teacher whenever possible in various academic/social areas and interact with the students.
- Examine the reading and math programs in the setting.
- Assist the teacher with any additional duties that he/she has (e.g., recess, lunch, transportation).
- Develop materials suggested by the teacher (e.g., games, charts).

### **Suggestions for Week TWO and THREE**

- **Continue with the above activities.**
- Develop a lesson plan and teach a small group or whole class.
- Complete formative and summative evaluations on academic areas taught.
- Facilitate independent and small group work of students.
- Run at least three morning meetings per week, if applicable.
- Develop lessons using the classroom curriculum materials.
- Complete formative and summative evaluations on academic areas taught.

### **Suggestions for Week FOUR and BEYOND**

- Continue with the above activities.
- Write lesson plans and teach lessons, if possible, to the whole class.
- Complete formative and summative evaluations on academic areas taught.
- Facilitate independent and small group work of students.

### **Suggestions for FINAL WEEK**

- Write a plan and teach whole class and small groups in all content areas possible.
- Complete evaluations on academic areas taught.
- Facilitate independent and small group work of students.
- Celebrate growth and accomplishments with the supervising practitioner and students.
- Have three-way conversations about work completed during the placement with the supervising practitioner and program supervisor.

**\*Candidates observe and assist as needed when they are not fully responsible for planning and teaching.**

## Requirements for Admission to Practicum/Student Teaching

**Before entering into the practicum experience, you must demonstrate professional competence in a number of ways.**

1. Successful completion of a **Stage 2 Review** (Appendix B). There is a review of your readiness to enter the practicum completed usually during the spring of your junior year in the program. This process is completed with you by your education advisor. Your advisor will review the Candidate Dispositions Assessment (see appendix A) with you. Information on the Candidate Disposition Assessment may have been provided to your advisor from course instructors and pre-practicum Supervising Practitioners. Also, your advisor will have received copies of your pre-practicum report forms.
2. Recommendation of the majority of faculty members in the Education Department.
3. An overall cumulative grade point average of 2.75.
4. A grade point average of 3.0 in the major.
5. Demonstrated effectiveness in oral and written communication as evidenced by using acceptable levels of English and passage of the Communication and Literacy Skills MTEL (#001).
6. Successful completion of the required MTEL tests for your license which may be: Foundations of Reading (#90), the General Curriculum Multi-Subject and/or the Mathematics (#003) MTEL tests.
7. No conviction of a felony as defined by the courts of any state.

If you have met the above criteria, you are ready to apply for the practicum. The Coordinator of Field Placements, Partnerships, and Recruitment sends the virtual Mandated Information Session, which explains the application process.

## APPENDIX A

The following is a list of documents that must be hand delivered to Mr. Jason Miles, Director of Education Unit Accountability and Licensure, in the Licensure Office. The original signed copy of each form should be submitted to Mr. Miles. Please send an email message to Mr. Jason Miles at [jmiles6@fitchburgstate.edu](mailto:jmiles6@fitchburgstate.edu) to request an appointment time to deliver your paperwork at the conclusion of each field experience.

### **Please arrange your IPP Licensure Packet as follows:**

- A1.** IPP Partial Practicum Report
- A2.** Documentation of Field-Based Activities for IPP
- A3.** Candidate Disposition Assessment:  
*One from Supervising Practitioner and One from the Program Supervisor*
- A4.** Two Lesson Plan Rubrics completed by Program Supervisor
- A5.** Two Candidate Self-Reflection Forms completed by Teacher Candidate
- A6.** One Candidate Assessment of Performance (CAP for IPP)
- A7.** Two Gateway II Assessment Observation Rubrics by Program Supervisor

\* A third observation will be conducted if the IPP Candidate does not meet the passing criteria on the first two observations.



# A1. IPP Partial Practicum Report



Student name: \_\_\_\_\_ Semester taken: \_\_\_\_\_

Student ID (required): @ \_\_\_\_\_ Major/Field: \_\_\_\_\_

Student address: \_\_\_\_\_  
street city state zip code

Partial Practicum (please check):

Elementary Education Station  Moderate Disabilities Station  Severe Disabilities Station

Grade level(s): \_\_\_\_\_ Clock hours: \_\_\_\_\_

List of pre-practicum activities/responsibilities: **The teacher candidate assesses students and plans, implements and evaluates lessons for students with and without disabilities. Candidates instruct in the content areas appropriate for licensure.**

**Initial contact** (meeting, email, etc.) at which expectations for the pre-practicum and the associated paperwork were discussed.

Date: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

**Midpoint contact** held midway through the pre-practicum at which the pre-practicum experience was discussed.

Date: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

**Final meeting** held to complete evaluation/reflection of the pre-practicum experience and associated paper work.

Date: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Special considerations: \_\_\_\_\_

The above student has completed a partial pre-practicum which has been designated by the University as a field-based experience related to the role of the major/field mentioned above.

Signature— University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature—Classroom Supervising Practitioner: \_\_\_\_\_ Date: \_\_\_\_\_

## Classroom Supervising Practitioner

PLEASE PRINT the information requested below.

Supervising Practitioner (Please print first and last name): \_\_\_\_\_ License or MEPID # \_\_\_\_\_

Partial practicum school site (school name): \_\_\_\_\_

Partial practicum school site address: \_\_\_\_\_  
street city state zip code

White—Educator Licensure Office Yellow—Course Instructor Pink—Student

**A2. Documentation of Field-Based Activities for IPP**



**Documentation of Field-Based Activities for IPP**

Candidate Name \_\_\_\_\_ Student Falcon ID # @ \_\_\_\_\_

School Name \_\_\_\_\_ City/Town \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_ Semester and Year \_\_\_\_\_

Date	Purpose/Activity	Time	Hours	SP Initials
<b>TOTAL HOURS</b>				

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

Supervising Practitioner Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate: \_\_\_\_\_ ID # (required): @ \_\_\_\_\_ Major/License Sought: \_\_\_\_\_

Reviewer completing form: \_\_\_\_\_ School/District: \_\_\_\_\_ Date: \_\_\_\_\_  Pre-Practicum  Practicum

Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/O—Not Observed  
 Please note that candidates need to meet all elements in the Proficient category to receive a Proficient rating for an indicator. Should a candidate exhibit any of the actions and/or behaviors related to the Needs Improvement category or the Unsatisfactory category, the candidate will receive the lower rating. The Exemplary category is reserved for candidates who meet all criteria in the proficient level and who model the indicator elements for others.

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is knowledgeable. (Conceptual Framework Component 1)						
1. Communicates effectively in speech and in writing.	Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication, including email, often needs to be better organized and ideas often need to be more clearly presented. Oral and written communication often lack Standard English Conventions (SEC).	On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. On occasion written communication, including email, needs to be organized better with ideas more clearly presented. On occasion oral and written communication lack Standard English Conventions (SEC).	Oral communication is well-articulated and clear, with appropriate tone. Written communication, including email, is well-organized and ideas are presented clearly. Oral and written communication follow Standard English Conventions (SEC).	Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation of others. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills.		
2. Demonstrates preparedness for course work and/or field experience; understands when more information is needed and knows how to find it.	Often needs to better prepare for class/field experience assignments and activities. Often lacks information needed to be prepared and/or is unaware of how to find information needed.	On occasion needs to better prepare for class/field experience assignments and activities. Needs to obtain information to be prepared.	Well-prepared for all class/field experience assignments and activities; obtains information as needed through research and questioning.	Goes well beyond required preparation for class and/or field work. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning/teaching effectiveness and peer/student learning.		
Candidate is skillful. (Conceptual Framework Component 2)						
3. Interacts with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.	Often needs to interact with others in a more polite and professional manner. Often needs to be more considerate of multiple perspectives. Lacks appropriate response to conflict or misunderstandings.	On occasion needs to interact with others in a more polite and professional manner, which considers multiple perspectives. Needs to respond more appropriately to conflict or misunderstandings.	Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responds appropriately to conflict or misunderstandings.	Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Analyzes interactions to make appropriate adjustments to ensure a supportive and nurturing environment.		
4. Reflects on his/her work, behavior, and/or practice.	Often needs to recognize personal strengths and challenges. Often needs to respond more appropriately to suggestions and feedback from others and often needs to adjust work, behavior, and/or practice.	On occasion needs to recognize personal strengths and challenges. On occasion needs to respond more appropriately to suggestions and feedback from others and needs to adjust work, behavior, and/or practice.	Recognizes personal strengths and challenges. Responds appropriately to suggestions and constructive feedback from others and uses it to adjust work, behavior, and/or practice.	Always receptive of critical examination of personal strengths and challenges and solicits feedback on teaching effectiveness. Makes data driven decisions. Reflection results in changing work, teaching behaviors, and/or interactions with others.		
Candidate is ethical. (Conceptual Framework Component 3)						
5. Follows the ethics of the field.	Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness. Needs to protect the confidentiality of others.	On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness is questionable. Needs to better protect confidentiality of others.	Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.	Always demonstrates ethical behavior and serves as a role model/mentor for others. Deals directly with the consequences of actions and events; and works proactively to pursue positive outcomes.		
6. Demonstrates clear understanding of legal and moral obligations of the profession; mandated reporting responsibilities, and organizational rules and procedures.	Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures or aware of this knowledge but unaware of how to apply it.	Needs to be aware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures. Needs to apply this knowledge as appropriate.	Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.	Serves as a resource for others in the profession. Shares the roles and responsibilities that apply to teachers within district guidelines, including rules for safety and emergency procedures.		

Candidate: \_\_\_\_\_

ID # @: \_\_\_\_\_

Date: \_\_\_\_\_

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is caring. (Conceptual Framework Component 4)						
7. Demonstrates respect for human diversity, community, and cultural perspectives.	Interactions with others lack equity. Practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected are limited.	On occasion equitable interactions with others are questioned. Needs to consistently use practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Interacts equitably with others. Consistently uses practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Always demonstrates consideration for people and multiple perspectives. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Looks for and creates opportunities to respond to and enhance cross-cultural understandings. Invites and integrates students' individual differences into the classroom environment.		
8. Demonstrates respect for students' differences and the belief that all students can learn.	Often needs to set high expectations for each student. Often lacks the use of appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	On occasion needs to set high expectations for each student. Needs to consistently use appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	Sets high expectations for each student. Uses appropriate practices and strategies to accommodate differences in learning and social emotional needs.	Demonstrates without exception the belief that all students can learn. Sets high expectations for students and conveys an expectation of high levels of student effort. Persists with students to try to help them learn. Takes student interests into account.		
Candidate behaves in a professional manner.						
9. Meets all delegated obligations.	Course work and/or field experience responsibilities are not met on a regular basis and/or are late. Needs to be engaged in course work and/or field experiences.	On occasion course work and/or field experience responsibilities are not met and/or are late. Needs to be more engaged in course work and/or field work.	Fulfills all course and/or field experience responsibilities. Is consistently punctual and present.	Shares responsibility with others to complete assigned tasks, as appropriate. May fulfill obligations early. Notifies appropriate people of unavoidable tardiness and absences.		
10. Demonstrates professional demeanor and a passion for teaching.	Often lacks demonstration of professional demeanor, conduct, and/or appearance. Appropriate and prompt responses to communications are limited. Needs to show enthusiasm for teaching.	On occasion needs to demonstrate more professional demeanor, conduct, and/or appearance. Needs to appropriately and promptly respond to communications on a more consistent basis. Needs to show more enthusiasm for teaching.	Consistently demonstrates professional demeanor, conduct, and appearance. Appropriately and promptly responds to communications. Shows enthusiasm for teaching.	Models professional demeanor, conduct, and appearance for others as well as a passionate commitment to and understanding of teaching as lifelong learning. Enthusiastically and constructively responds to student ideas and the ideas of others.		

*Adapted in part from CAEP University Dispositional Rubric, Charlotte Danielson's Framework for Teaching, Kim Marshall's Teacher Evaluation Rubrics, Robert Marzano's Teacher Evaluation Model, and the Massachusetts Model System for Teacher Evaluation*

Reviewer Name (type/print): \_\_\_\_\_ Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer is (check one): \_\_\_ Supervising Practitioner \_\_\_ University Supervisor \_\_\_ University Advisor \_\_\_ Course Instructor

Candidate Name (type/print): \_\_\_\_\_ Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If a candidate objects to the Dispositions Assessment by any individual, the candidate should follow the Student Grievance procedure as outlined in the University Catalog.

White—Candidate (who is responsible to submit form to Licensure Office) Yellow—Reviewer Pink—Advisor

Candidate: \_\_\_\_\_

ID # (required): @ \_\_\_\_\_

Date: \_\_\_\_\_

Lesson Focus: \_\_\_\_\_

Grade: \_\_\_\_\_

 Pre-Practicum       Practicum

**Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—\*Exemplary N/A—Not Applicable for this Lesson**
*Candidate must exhibit all actions/behaviors for the rating selected. \*EXEMPLARY RATING IS RESERVED FOR CANDIDATES EXHIBITING CONSISTENTLY HIGH PERFORMANCE*

Planning Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary*	Rating
<b>Essential Question(s)</b> InTASC 4; PST 1a	Essential question(s) needs clarification or a relationship to the lesson focus.	Essential question(s) is clear but needs to relate more specifically to the lesson focus.	Essential question(s) of lesson is clear and related to lesson focus.	Essential question(s) is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content.	
<b>Goals—Content and Skills</b> InTASC 4; PST a	Goal needs clarification or a relationship to the lesson focus.	Goal is clear but needs to relate more specifically to the lesson focus.	Goal of lesson is clear and related to lesson focus.	Goal is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content/skill.	
<b>Rationale for Essential Questions(s) and Goal(s)</b> InTASC 4; PST a	Explanation of why students need to learn this content requires clarification.	Somewhat explains why students need to learn this content.	Clearly explains why students need to learn this content.	Clearly and thoroughly explains why students need to learn this content and essential questions and/or goal promotes learning of content standards.	
<b>Objectives/Learning Target(s)</b> InTASC 4; PST 1a, 2d	Objectives/learning targets need to include conditions of assessment, learner(s), observable behavior, measurable outcome(s), and needs to address student learning and skills.	Some objectives/learning targets include these parts: condition of assessment, learner(s), observable behavior and measurable outcome(s), and needs to address student learning and/or skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, measurable outcome(s), and addresses student learning and skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, and measurable outcome, addresses student learning and skills, and demonstrate high expectations for all student learning and skills.	
<b>Assessment: Formative</b> InTASC 6; PST 1b	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be included.	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (formative) student attainment of objectives, including measurable outcomes of student learning and growth.	Includes a differentiated and effective means of formally or informally assessing (formative) student attainment of each objective, including measurable outcomes of student learning and growth and a plan to adjust instruction as needed.	
<b>Assessment: Summative</b> InTASC 6; PST 1b	Means of assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be included.	Means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson including measurable outcomes of learning and growth.	Includes a differentiated and effective means of formally or informally assessing (summative) student attainment of each objective, if applicable, at the end of the lesson, including measurable outcomes of student learning and growth, and a plan to adjust instruction as needed.	
<b>State Framework Standards</b> InTASC 4; PST 1a	Needs to identify appropriate framework standards for this lesson.	Appropriate framework standard(s) and strand(s) for this lesson are identified.	Appropriate framework standard(s), strand(s) and learning standard(s) for this lesson are identified and address the goal.	Appropriate framework standard(s), strand(s), and learning standard(s) for this lesson are identified, address the goal, and connect to other framework standards.	
<b>Alignment of Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments</b>	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments need to be aligned.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are aligned.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are aligned and are structured to promote student learning.	Standards, Essential Question(s), Goal(s), Objective(s)/Learning Target(s), and Assessments are effectively aligned and integrated with the appropriate scaffolding to support student learning.	
<b>Materials</b> InTASC 1, 7; PST 2a, SEI (a)	Materials need to be described, and when appropriate, include full citations (APA/MLA) or attachments.	Some materials are described, and when appropriate, include full citations (APA / MLA) or attachments.	All materials are described, and when appropriate, include full citations (APA / MLA).	All materials are described, and when appropriate, include full citations (APA/ MLA) and are attached.	

**Comments**

Lesson \_\_\_\_\_

Focus \_\_\_\_\_

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Focus: \_\_\_\_\_

Grade: \_\_\_\_\_

**Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/A—Not Applicable for this Lesson**

<b>Implementation Indicator</b>	<b>1—Unsatisfactory</b>	<b>2—Needs Improvement</b>	<b>3—Proficient</b>	<b>4—Exemplary*</b>	<b>Rating</b>
<b>Introduction, Method of Instruction and Student Response</b>  InTASC 8; PST 1a, 2a,b,c,d,e,f SEI (a), (b), (c), (d), (f)	Need a motivating source of activating prior knowledge that readies students and incorporates student ideas and/or experiences throughout the lesson.	Source of activating prior knowledge readies and motivates some students and incorporates some student ideas, interests and/or experience.	Source of activating prior knowledge readies and motivates most students and incorporates most student ideas, interests and/or experience throughout the lesson.	Source of activating prior knowledge readies and motivates all students and incorporates all student ideas, interests, and/or experiences throughout the lesson.	
	Directions and explanations need to be included and/or clear.	Some directions and/or explanations are clear.	All directions and explanations are clear.	All directions and explanations are clear, establish high expectations, and include a plan to check for understanding.	
	Strategies need to be consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry.	Some strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry.	Strategies are consistent with research, learning theory, student development, cultural proficiency, and program content and include vocabulary and guiding questions that encourage critical thinking and inquiry.	All strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry. Strategies are highly effective practices to advance student learning.	
	Lesson needs to include differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson includes some differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson includes differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate).	Lesson seamlessly uses differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and appropriate technology.	
	Smooth transitions need to be evident and appropriate across the lesson.	Some transitions are evident and appropriate across the lesson.	Smooth transitions are evident and appropriate across the lesson.	Smooth and appropriate transitions across the lesson foster shifts in student movement and thinking/ learning.	
	Plan lacks, or has a vaguely worded statement of expectations and/or learning targets.	Plan includes a statement of expectations and/ or learning targets, but it is weakly tied to the overall lesson.	Plan includes a statement of expectations and/ or learning targets that is tied to the overall lesson.	Plan includes a clear statement of expectations and/or learning targets that is clearly the foundation of the lesson's instruction and assessments protocols.	
	A description of steps is needed at the conclusion of lesson to facilitate students' summary of learning.	The closure provides a teacher summary or a limited student summary of learning.	Closure facilitates student summary of learning.	Closure facilitates student summary of learning and helps students make connections.	
<b>Subject Matter Knowledge</b> InTASC 4, 7; PST 1a, SEI (a), (c)	Needs to demonstrate accurate knowledge of all subject content and child development.	Demonstrates basic knowledge of subject content and child development.	Demonstrates working knowledge of subject content and child development.	Demonstrates a depth, breadth, and mastery of subject content and child development.	
<b>Standard English Conventions</b> InTASC 4; PST 2a, SEI (a), (c)	Many SEC errors (6 or more).	Some SEC errors (1-5).	No SEC errors.	No SEC errors and language used during lesson is highly effective for all students, including ELLs.	

**Comments**

## A5. Candidate Self Reflection Form



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

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

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

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



## A6. CAP for IPP



Candidate: \_\_\_\_\_ I.D.#@ \_\_\_\_\_ Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

School/District: \_\_\_\_\_ Major/License Sought: \_\_\_\_\_ Level: \_\_\_\_\_

This report is completed jointly by supervisors prior to sharing with the candidate. Prior to the 3-way meeting, the candidate reflects on his/her progress through completion of the CAP, bringing his/her copy to the 3-way conference. Comparison of these two documents serve as a discussion focus and rating determination during the final three way meeting. The rubric should be discussed at the mid-semester meeting. However, ratings are only provided at the end of the experience.

*Candidate needs to exhibit all actions/behaviors within the selected rating level to earn the rating selected by the evaluator. Candidates are rated on the dimensions of Quality, Scope, and Consistency. Ratings of 4 are not appropriate for IPP.*

- **Quality:** ability to perform the skill, action or behavior as described in the proficient performance descriptor.
- **Scope:** the scale of impact (one, subset of, or all students) that the skill/action/behavior is demonstrated with quality.
- **Consistency:** the frequency (all the time, sometimes, once) that the skill/action/behavior is demonstrated with quality.

Rating Scale: 1=Unsatisfactory; 2=Needs Improvement; 3=Proficient; 4=Exemplary

**Standard 1 – Curriculum, Planning, and Assessment:** Promotes 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.

Essential Element	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary	Rating
1.A.1: Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-	<i>Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.</i>	<i>Quality</i> 1 2 3  <i>Scope</i> 1 2 3  <i>Consistency</i> 1 2 3

	subject-specific skills and vocabulary.		based claims and arguments.		
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**Candidate Assessment of Performance for On-site Immersion and Integrated Partial Practicum, Page 2**

1.A.3: Well Structured Units and Lessons	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	<i>Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.</i>	<p align="center"><i>Quality</i> 1 2 3</p> <p align="center"><i>Scope</i> 1 2 3</p> <p align="center"><i>Consistency</i> 1 2 3</p>
1.B.2: Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b)	<p align="center"><i>Quality</i> 1 2 3</p> <p align="center"><i>Scope</i> 1 2 3</p> <p align="center"><i>Consistency</i> 1 2 3</p>

				making appropriate modifications to lessons and units. Models this practice for others.	
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**Candidate Assessment of Performance for On-site Immersion and Integrated Partial Practicum, Page 3**

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

<b>Essential Element</b>	<b>1 Unsatisfactory</b>	<b>2 Needs Improvement</b>	<b>3 Proficient</b>	<b>4 Exemplary</b>	<b>Rating</b>
2.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 inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.	<i>Quality</i> 1 2 3  <i>Scope</i> 1 2 3  <i>Consistency</i> 1 2 3

**Candidate Assessment of Performance for On-site Immersion and Integrated Partial Practicum, Page 4**

2.B.1: Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	<i>Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.</i>	<p><i>Quality</i> 1 2 3</p> <p><i>Scope</i> 1 2 3</p> <p><i>Consistency</i> 1 2 3</p>
2.E.1: High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	<i>Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.</i>	<p><i>Quality</i> 1 2 3</p> <p><i>Scope</i> 1 2 3</p> <p><i>Consistency</i> 1 2 3</p>

**Standard 4 – Professional Culture standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Essential Element	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Exemplary	Rating
4.A.1: Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	<i>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues' insights gained to improve practice and student learning.</i>	<p><i>Quality</i> 1 2 3</p> <p><i>Scope</i> 1 2 3</p> <p><i>Consistency</i> 1 2 3</p>

Evidence Based Feedback to the candidate:

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Goal(s) for full practicum:

Goal(s)

*Formative Signatures and Dates:*

Candidate's Signature:	Date:
Program Supervisor:	Date:
Supervising Practitioner:	Date:

*Summative Signatures and Dates:*

Candidate's Signature:	Date:
Program Supervisor:	Date:
Supervising Practitioner:	Date:

**A7. GATEWAY II ASSESSMENT OBSERVATION RUBRIC**

**GATEWAY II ASSESSMENT OBSERVATION RUBRIC**

Candidate Name:	Candidate ID: @	Observer Name:	Observer Title:	School: District:
Grade Level:	Lesson Focus:		Full Class Small Group	One-on-one Other
Program and Course				
Early Childhood PreK-2 Course # and Name:		Elementary Education 1-6 Course # and Name:		
Moderate Disabilities PreK-8, 5-12 Course # and Name:		Education 5-12 Course # and Name:		
Severe Disabilities All Levels Course # and Name:				

**Directions for Gateway II Assessment:** This observation/gateway assesses candidate practice of the PSTs and SMKs in PK-12 settings. It provides feedback to candidates (TC) based on TC actions, student actions, and classroom environment. Candidates are scored to ensure minimum performance standards are met to pass the assessment and advance beyond the pre-practicum.

Upon completion of a formal observation, the observer will rate the teacher candidate’s lesson performance using the criteria listed below. Please use the score column to indicate the rating of Not Meeting, Approaching, Meeting, and Not Observed (N/O) in the lesson.

Criteria (Essential Elements)	Not Meeting 0	Approaching 1	Meeting 2	Score 0-2, N/O
1. Well-structured lesson that actively engage students in the learning	Candidate's use of instructional strategies, activities, materials, resources, technologies, and/or grouping did not actively engage students in the learning.	Candidate demonstrated limited use of instructional strategies, activities, materials, resources, technologies, and/or grouping and it led to limited active engagement of students in the learning.	Candidate used various instructional strategies, activities, materials, resources, technologies, and/or grouping to actively engage students in the learning.	
2. Creating a safe environment	Candidate did not utilize classroom management strategies and routines to create a safe environment thus interfering with student learning.	Candidate utilized minimal classroom management strategies and routines to create a safe environment thus leading to limited student learning.	Candidate utilized classroom management strategies and routines to create a safe environment thus leading to increased student learning.	
3. Reinforcing high expectations	Candidate did not model instruction to reinforce the use of ways for students to master challenging material through effective effort.	Candidate demonstrated minimal modeling of instruction to reinforce the use of ways for students to master challenging material through effective effort.	Candidate modeled instruction that reinforced the use of ways for students to master challenging material through effective effort.	
4. Adjustments to practice	Candidate used assessments, instruction, and/or feedback did not lead to necessary adjustments to his/her practice.	Candidate used assessments, instruction, and/or feedback that led to limited adjustments to his/her practice.	Candidate effectively used assessments, instruction, and/or feedback that led to adjustments to his/her practice.	
5. Use of Assessments to measure growth of student learning	Candidate did not use assessments to monitor growth of student learning in the lesson.	Candidate used a limited assessment tool(s) that monitored student learning in the lesson.	Candidate used appropriate assessment(s) that clearly evidenced the growth of student learning in the lesson.	

Criteria (Essential Elements)	Not Meeting 0	Approaching 1	Meeting 2	Score 0-2, N/O
<b>6. Meeting diverse needs</b>	Candidate did not differentiate instruction or adapt high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	Candidate implemented limited differentiated instruction and/or minimally adapted high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	Candidate differentiated instruction and adapted high quality materials to accommodate differences in learning styles, needs, interests, and/or levels of readiness, including those of students with disabilities and/or English learners.	
<b>7. Accuracy and depth of knowledge in the subject-matter knowledge</b>	Candidate demonstrated inaccuracy and limited depth of knowledge in the content; therefore, limiting students' opportunity to acquire complex knowledge and subject-specific skills and vocabulary.	Candidate demonstrated accuracy in the standards-based content and/or limited depth of knowledge in the content; therefore, limiting opportunities for students to acquire complex knowledge and subject-specific skills and vocabulary.	Candidate demonstrated accuracy and depth of knowledge in the standards-based content that enabled students to acquire complex knowledge and subject-specific skills and Vocabulary.	
<b>8. Fluency in subject- matter (vertical alignment/vertical progression of learning)</b>	Candidate asked questions that didn't create opportunities for students to make connections to previous and relevant content across grade levels.	Candidate asked questions in the content which created limited opportunities for students to make connections to relevant content across grade levels.	Candidate asked high quality questions in the content which created opportunities for students to make connections to previous and relevant content across grade levels.	



<p><b>Areas of Reinforcement:</b> <i>The area(s) of reinforcement should identify the candidate's instructional strength in a way that encourages the continuation of effective practices in the future.</i></p>	<p><b>Areas of Refinement:</b> <i>The area(s) of refinement should identify the areas in need of instructional improvement.</i></p>

Comments:

<p><b>Observer's Signature:</b></p>	<p><b>Date:</b></p>	
<p><b>Candidate's Signature:</b></p>	<p><b>Date:</b></p>	<p>My signature indicates that I accept the recommendations of the Program Supervisor and understand that this is based on one observation in one classroom. Additional CAP competencies will be evaluated in the practicum for teacher licensure.</p>

## **Appendix B**

This is a list of documents that are used in IPP but are not submitted to the Licensure Office.

**B1.** MA Professional Standards for Teachers

**B2.** Stage 2 Review

**B3.** Education Department Lesson Plan Template

**B4.** Block Plan

**B.5.** Observation Requirements

**B1. MA 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.			Practicum
(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.			Practicum
(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.			Practicum
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.			Practicum

**(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.			Practicum
(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.			Practicum
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			Practicum
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.			Practicum
(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.			Practicum
SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.			Practicum
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.			Practicum

**(3) Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

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.			Practicum
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**(3) Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicators	Introduction	Practice	Demonstrate
(a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.		Practicum	
(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.		Practicum	
(c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.		Practicum	
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.		Practicum	

**(4) Professional Culture standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicators	Introduction	Practice	Demonstrate
(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.			Practicum

(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.		Practicum	
(d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.	Practicum		
(e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.	Practicum		
(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.			Practicum

**First Stage Review**—Formal admission to educator licensure program (completion of 45 – 60 credits)

**Second Stage Review**—Formal approval to enter practicum/student teaching (semester prior to student teaching/practicum)

Candidate: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Banner I.D.: \_\_\_\_\_

Educator Licensure Program (Required): \_\_\_\_\_ Level: \_\_\_\_\_

Number of credits the candidate has completed: \_\_\_\_\_ Transfer Credits: \_\_\_\_\_

**Local Address**

Street: \_\_\_\_\_

Town: \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**Permanent Address**

Street: \_\_\_\_\_

Town: \_\_\_\_\_ State \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**Advisor Instructions**

- Step 1 Review candidate records and respond to statements below regarding requirements.
- Step 2 Make recommendations and invite candidate response.
- Step 3 Make a copy of this form for the candidate's advising folder.
- Step 4 Forward the original review form along with Candidate Dispositions Assessment(s) and other supporting documents to the Licensure Office within **one week** of completion of the Review.

For the items below, please provide the appropriate answer. If "No," please note the next action step under "Comments." Check the appropriate box under Advisor's Recommendations on the back of this form.

<b>Requirement</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comments</b>
1. Candidate Dispositions Assessment Forms have been completed with acceptable ratings. Stage One—minimum of 2 positive Candidate Dispositions Assessments required Stage Two—minimum of 2 additional positive Candidate Dispositions Assessments required (at least one from a supervising practitioner of a prepracticum)				
2. The candidate has completed the education coursework requirement for the major. Stage One—core education courses Stage Two—all professional coursework required for practicum				
3. The candidate meets cumulative GPA requirements. Stage One—cumulative GPA of at least 2.5 Stage Two—cumulative GPA of at least 2.75 and 3.0 in major				
4. The candidate has successfully completed the required Massachusetts Tests for Educator Licensure: Stage One—Communication and Literacy				
5. The candidate has satisfied the Fitchburg State mathematics readiness and reading readiness requirements and made up any failed courses.				
6. The candidate understands that while they can complete their program without passing their content MTELs, they will not receive their license from the Department of Elementary and Secondary Education until all required MTELs are passed.				
7. The candidate is aware that a misdemeanor or felony could prevent them from obtaining a license and that they should contact the Dean of Education or the Massachusetts Department of Elementary and Secondary Education for advisement.				
8. Stage Two Only—A current degree evaluation has been reviewed with the candidate and, if applicable, Student Petitions have been submitted.				
9. The candidate completed the required field experiences for this stage and received positive evaluations by course instructors and supervising practitioners. The candidate is aware that the appropriate documentation must be filed with the Licensure Office.				
10. If the candidate has undergone a departmental review, all outcome conditions have been met.				

**Advisor's Recommendations** (check all that apply)

**Meets all Stage Review requirements**

Formally admit to Educator Preparation Program (Stage One) or

Formally admit to Practicum/Student Teaching (Stage Two).

**Does not meet all Stage Review requirements:** (check all that apply)

Contact faculty member or field supervisor to obtain Candidate Dispositions Assessment

Note: A candidate earning a "1" in two or more Disposition areas requires a Departmental Review

Take specific courses (provide course number and title): \_\_\_\_\_

Satisfy the Fitchburg State mathematics readiness and reading readiness requirements by

a. passing the mathematics and reading placement tests

b. taking the required courses

Satisfactorily complete the Communication & Literacy MTEL subtests required for Stage I

Talk with the Licensure Office regarding CORI status

Meet the requirements of the previously conducted Departmental review

Drop education as a major (specify reason): \_\_\_\_\_

**General Advising Recommendations**

Change track within major to: \_\_\_\_\_

Withdraw from a class (provide course number and title): \_\_\_\_\_

Refer to the Academic Coaching and Tutoring Center (specify skills): \_\_\_\_\_

Other (specify): \_\_\_\_\_

**Candidate's Decision**

I, \_\_\_\_\_, certify that I have reviewed this form with my advisor.  
Candidate's printed name

My signature below indicates that (under appropriate Stage Review, check one)

**Stage One**

I wish to make a formal application to the Educator Preparation Program in (major): \_\_\_\_\_

I acknowledge that I have not met requirements for formal admission to the Educator Preparation Program but wish to address the concerns noted and complete an additional Stage Review when appropriate.

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Stage Two**

I understand that I must satisfy all of the requirements outlined on this form to approved for admission to the practicum/student teaching. By signing this statement, I am indicating my wish to make formal application to the practicum in (major): \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Is the candidate's decision approved by the Office of the Dean of Education?**

Yes Retain in Major and: \_\_\_\_\_

No—reason for non-approval: \_\_\_\_\_

**Approved by**

Printed name of the Dean of Education/Licensure Officer: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Approved: \_\_\_\_\_

### B3. Education Department Lesson Plan Template

Teacher Candidate:

Date:

Grade/Class:

Lesson Plan Focus:

Essential Question(s):

Goal(s):

Rationale for Essential Question(s) and Goal(s):

State Framework Standards:

<b>Objective(s)</b> <small>(<u>A</u>ctor, <u>B</u>ehavior, <u>C</u>ondition, <u>D</u>egree)</small>	<b>Assessments</b> <small>(Formative and Summative)</small>	<b>Materials</b> <small>(Include Materials Needed for Differentiation)</small>	<b>Differentiation</b> <small>(Content, Process, Product, Environment)</small>  <small>*See guidelines</small>



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**Outline of Lesson Process:** (Within the lesson outline include the following: organization of the classroom, transitions, estimated timing of each lesson part; teaching of terms/vocabulary and key/guiding questions asked; and differentiated strategies.)

Introduction and Overview of Lesson:

Source of Motivating Students:

Source of Activating Students' Prior Knowledge:

Instruction: (numbered steps of the lesson)

**Closure of Lesson:**

**B4. Block Plan**

**Block Plan**

Teacher Candidate: \_\_\_\_\_ Week of \_\_\_\_\_

Supervising Practitioner: \_\_\_\_\_ School: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

Time Period	Monday	Tuesday	Wednesday	Thursday

## B5: Observation Requirements

### Observation Requirements

#### IPP Evaluation Process

- **Initial Contact Meeting**

First Observation

- **Mid-Semester Meeting (discuss CAP Rubric but do not provide ratings)**

Second Observation

(Third observation if deemed necessary)

- **Final Meeting (complete CAP Rubric)**