Dear Candidate,

Congratulations on reaching this exciting stage in your teacher preparation program. The Integrated Partial Practicum (IPP) and Onsite Immersion (OSI) provide 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. Sargent

Denise Sargent, Ed.D.
Chairperson
Education Department
Dsargens@fitchburgstate.edu
978-665-3995
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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 History
The Conceptual Framework is the result of the contributions of the Unit’s faculty, candidates at both the Initial and Professional Licensure Levels and collaborating practitioners in the region. The Conceptual Framework reflects our knowledge about effective leadership, the nature of the learner, academics, assessment, the teaching/learning process and the nature and purpose of schools. It guides our use of research to insure best practices. In a rapidly changing society marked by both diversity and interdependence, wealth and poverty, and rapid changes in technology, our Conceptual Framework provides a basis for making decisions at all levels of our training efforts. As such it provides a parameter to ensure a supporting knowledge base, effective educational programs and instructional practices, and a variety of field experiences and assessments across the Education Unit (teacher preparation, guidance, and school administration).

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 children 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)
EDUC 3740: On-site Immersion (OSI)

Syllabus

Field Experience Dates:
IPP: Station 1: January 21 - March 3 (75 hours per station)
     Station 2: March 16 - May 5 (75 hours per station)

OSI: January 27- May 5 (125 hours over the course of the semester)

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 mentors. 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 MTELS for the major.

Course Description (OSI):
Facilitates the linking of college coursework to an intensive field-based experience of 125
hours in a classroom over the semester. Supervising practitioners (selected based upon their
license and proven skills in their licensure area) and university supervisors guide, support,
and evaluate candidate performance throughout the experience, which is graded as
satisfactory or non-satisfactory. This course is taken in conjunction with EDUC 4250 or SPED
4050, SPED 3510, SPED 3720 and EDUC 3122. Required for all Early Childhood, Elementary,
Middle School, and Special Education: Moderate Disabilities 5-12 and Severe Disabilities
Majors.

Prerequisite(s): Successful Passage of Stage One Education Unit Review and all concentration
required MTELS.

Policy on Disability:
Disability Services is the primary support system for students with disabilities taking courses.
On Site Immersion (OSI) and Integrated Partial Practicum (IPP) are courses that do carry a
field experience designation but are 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 OSI, 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 teacher 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 lessons 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 three-ring binder, 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 A6.)
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 three times during the semester as well as provide feedback on the teacher candidate’s teaching.

**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/OSI teacher candidates are formally observed and evaluated on three lessons per placement by their program supervisor. 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/OSI). 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.

   b. Attendance and Participation in Pre-Practicum/Practicum Experiences
      ● IPP candidates attend every Monday and Tuesday for the full day per station.
        o Spring 2020 Station 1: January 21 - March 3
        o Spring 2020 Station 2: March 16 - May 5
      ● OSI candidates attend every Monday (full day) and Tuesday (½ 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:
Inclusive OSI Placement
Inclusive IPP Elementary Education Placement

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 children 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 children 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 children.
- 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 children.
- 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 children.

Suggestions for FINAL WEEK
- Write a plan and teach whole class and small groups in all content areas possible.
● Complete formative and summative evaluations on academic areas taught.
● Facilitate independent and small group work of children.
● 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.
Suggested Teaching Schedule:
IPP Special Education Placement

Nature of week-by-week responsibilities:
The primary goal of the special education station (placement) is to foster teaching skills for teacher candidates who choose to work in substantially separate settings. In addition, one of the goals of this station is to enable candidates to walk away with a sense of a day in the life of a special education teacher who does not work in a fully inclusive setting. 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 children in all the available settings.
- Learn the names of all students and begin to learn the names of support staff and related services personnel.
- Assist the teacher whenever possible in various academic/social/functional areas.
- Help with lessons planned by the teacher.
- Begin examination of reading, math, and/or social skills programs and written curriculum materials.
- Assist the teacher with any additional duties that s/he has (e.g., recess, lunch, transportation).
- Become acquainted with classroom materials used for lessons.
- Develop materials suggested by teacher (e.g., games, charts).

Suggestions for Week TWO and THREE
- Continue with the above activities.
- Write a plan and teach a lesson each day for an individual student or a small group.
- Complete formative and summative evaluations on areas taught.
- Facilitate independent and small group work of children.
- If applicable, continue to observe students when they are in inclusive settings
- If appropriate, assist with curriculum adaptations in inclusive settings.
- 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 at least three lessons each day.
- Facilitate independent and small group work of children.
- If appropriate, teach whole class in language arts and/or mathematics.
- Complete formative and summative evaluations on academic areas taught.

Suggestions for FINAL WEEKS
- Write a plan for all students in all areas. Teach as many of those lessons as possible.
Complete formative and summative evaluations on academic areas taught.
Facilitate independent and small group work of children.
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 holds a meeting each semester to explain the application process. Look for notices announcing the meeting the semester before you plan to student teach.
APPENDICES

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 to request an appointment time to deliver your paperwork at the conclusion of each field experience.

Please arrange your IPP/OSI Licensure Packet as follows:

IPP Teacher Candidates: IPP Candidates will compile two Licensure Packets. One packet is required for each station. The Licensure Packet from the first station should be submitted as soon as the station is complete. The packet for the second station should be submitted at the end of the semester.

IPP Station One (January 21 - March 3)
A1. IPP/OSI Partial Practicum Report
A2. Documentation of Practicum Hours
A3. Candidate Disposition Assessment:
   - One from Supervising Practitioner and One the Program Supervisor
A4. Two Lesson Plan Rubrics completed by Program Supervisor
A5. Two Observation Reports completed by Program Supervisor
A6. Two Candidate Self-Reflection Forms completed by Teacher Candidate
A7. One Candidate Assessment of Performance (CAP for IPP/OSI)

IPP Station Two (March 16 - May 5)
A1. IPP/OSI Partial Practicum Report
A2. Documentation of Practicum Hours
A3. Two Candidate Disposition Assessment:
   - One from Supervising Practitioner and One from Program Supervisor
A4. One Lesson Plan Rubric completed by Program Supervisor
A5. One Observation Report completed by Program Supervisor
A6. One Candidate Self-Reflection Forms completed by Teacher Candidate
A7. One Candidate Assessment of Performance (CAP for IPP/OSI)

OSI Teacher Candidates: OSI Candidates will submit one Licensure Packet to Mr. Miles at the conclusion of their field experience.
A1. IPP/OSI Partial Practicum Report
A2. Documentation of Practicum Hours
A3. Candidate Disposition Assessment:
   - One from Supervising Practitioner and One from Program Supervisor
A4. Three Lesson Plan Rubrics completed by Program Supervisor
A5. Three Observation Reports completed by Program Supervisor
A6. Three Candidate Self-Reflection Forms completed by Teacher Candidate
A7. One Candidate Assessment of Performance (CAP for IPP/OSI)
A1. IPP/OSI Partial Practicum Report

FITCHBURG STATE UNIVERSITY

EDUCATION

IPPP/OSI 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: ___________________________

Date: ___________________________ Supervising Practitioner: ___________________________

Date: ___________________________ University: ___________________________

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

Date: ___________________________ Teacher Candidate: ___________________________

Date: ___________________________ Supervising Practitioner: ___________________________

Date: ___________________________ University: ___________________________

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

Date: ___________________________ Teacher Candidate: ___________________________

Date: ___________________________ Supervising Practitioner: ___________________________

Date: ___________________________ University: ___________________________

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 Practicum Hours

<table>
<thead>
<tr>
<th>Week ending</th>
<th>Hours Observing and/or assisting</th>
<th>Hours Teaching with Support</th>
<th>Hours in Full Responsibility</th>
<th>Total hours in Practicum</th>
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<table>
<thead>
<tr>
<th>Inclusion Hours</th>
<th>Non-Inclusion Hours</th>
<th>SP initials</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
</table>

Candidate Signature: __________________________ Date: __________
Supervising Practitioner Signature: __________________________ Date: __________
University Supervisor Signature: __________________________ Date: __________
### Candidate Dispositions Assessment

<table>
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<tr>
<th>Indicator</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates effective communication in speech and writing.</td>
<td>Needs Improvement</td>
<td>Needs improvement in writing and expression.</td>
</tr>
</tbody>
</table>

**Form 2: CDA**

- **Candidate**: A3
- **Date**: [Date]
- **School/District**: [School/District]
- **Program**: [Program]
- **Educational Unit**: [Educational Unit]

**Evaluations**

- **Pre-Practicum**: [Evaluation]
- **Undergraduate**: [Evaluation]
- **Graduate**: [Evaluation]

**Comments**

- Needs Improvement in [Specific Area].
- Needs Improvement in [Specific Area].
- Needs Improvement in [Specific Area].
<table>
<thead>
<tr>
<th>Indicator</th>
<th>1—Unsatisfactory</th>
<th>2—Needs Improvement</th>
<th>3—Proficient</th>
<th>4—Exemplary</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Interactions with others lack equity.</td>
<td>Interactions with others are equitable.</td>
<td>Interactions with others are consistently equitable.</td>
<td>Interactions with others are consistently equitable.</td>
<td>Always demonstrates consideration for people and multiple perspectives.</td>
<td>Always demonstrates consideration for people and multiple perspectives.</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates respect for students' differences and the belief that all students can learn.</td>
<td>Demonstrates some respect for students' differences and the belief that all students can learn.</td>
<td>Demonstrates respect for students' differences and the belief that all students can learn.</td>
<td>Demonstrates respect for students' differences and the belief that all students can learn.</td>
<td>Demands without exception the belief that all students can learn.</td>
<td>Demands without exception the belief that all students can learn.</td>
</tr>
<tr>
<td>9.</td>
<td>Meets all delegated obligations.</td>
<td>Meets most of the delegated obligations.</td>
<td>Meets all delegated obligations.</td>
<td>Meets all delegated obligations.</td>
<td>Shares responsibilities with others to complete assigned tasks.</td>
<td>Shares responsibilities with others to complete assigned tasks.</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrates professional demeanor and a passion for teaching.</td>
<td>Demonstrates some professional demeanor and a passion for teaching.</td>
<td>Demonstrates professional demeanor and a passion for teaching.</td>
<td>Demonstrates professional demeanor and a passion for teaching.</td>
<td>Models professional demeanor, conduct, and appearance.</td>
<td>Models professional demeanor, conduct, and appearance.</td>
</tr>
</tbody>
</table>


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

Form #6 CDA
## A4. Lesson Plan Rubric

### Essential Questions/Key Ideas
- Essential question(s)/key idea(s) is clear but needs to be more specific to the lesson topic.
- Essential question(s)/key idea(s) is clear and related to lesson topic.

### Goals—Content and Skills
- Goal needs clarification or relationship to the lesson topic.
- Goal is clear but needs to be more specific to the lesson topic.
- Goal is clear and related to lesson topic.

### Rationale for Essential Questions(s) and Goals(s)
- Explanation or rationale needs clarification.
- Somewhat explains why students need to learn this content.
- Clearly explains why students need to learn this content.

### Objective/Learning Target(s)
- Objective/learning target(s) include content that is not aligned with learning objectives.
- Objective/learning target(s) include content that is aligned with learning objectives.
- Objective/learning target(s) include content that is clear and aligned with learning objectives.

### Assessment: Formative
- Assessment includes various strategies to monitor student progress.
- Assessment includes formative assessment strategies.
- Assessment includes strategies that are effective.

### Assessment: Summative
- Assessment includes summative assessment strategies.
- Assessment includes strategies that are effective.

### State Framework Standards
- Standards are not clearly identified.
- Standards are clearly identified.

### Alignment of Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments
- Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are not aligned.
- Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are aligned.

### Materials
- Materials are not described.
- Materials are described, and work appropriately.

### Comments

<table>
<thead>
<tr>
<th>Planning Indicator</th>
<th>1—Unsatisfactory</th>
<th>2—Meets Improvement</th>
<th>3—Proficient</th>
<th>4—Exemplary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions/Key Ideas</td>
<td>Essential question(s)/key idea(s) is clear but needs to be more specific to the lesson topic.</td>
<td>Essential question(s)/key idea(s) is clear and related to lesson topic.</td>
<td>Essential question(s)/key idea(s) is clear and related to lesson topic.</td>
<td>Essential question(s)/key idea(s) is clear and related to lesson topic.</td>
</tr>
<tr>
<td>Goals—Content and Skills</td>
<td>Goal needs clarification or relationship to the lesson topic.</td>
<td>Goal is clear but needs to be more specific to the lesson topic.</td>
<td>Goal is clear and related to lesson topic.</td>
<td>Goal is clear and related to lesson topic.</td>
</tr>
<tr>
<td>Rationale for Essential Questions(s) and Goals(s)</td>
<td>Explanation or rationale needs clarification.</td>
<td>Somewhat explains why students need to learn this content.</td>
<td>Clearly explains why students need to learn this content.</td>
<td>Clearly explains why students need to learn this content.</td>
</tr>
<tr>
<td>Objective/Learning Target(s)</td>
<td>Objective/learning target(s) include content that is not aligned with learning objectives.</td>
<td>Objective/learning target(s) include content that is aligned with learning objectives.</td>
<td>Objective/learning target(s) include content that is clear and aligned with learning objectives.</td>
<td>Objective/learning target(s) include content that is clear and aligned with learning objectives.</td>
</tr>
<tr>
<td>Assessment: Formative</td>
<td>Assessment includes various strategies to monitor student progress.</td>
<td>Assessment includes formative assessment strategies.</td>
<td>Assessment includes strategies that are effective.</td>
<td>Assessment includes strategies that are effective.</td>
</tr>
<tr>
<td>Assessment: Summative</td>
<td>Assessment includes summative assessment strategies.</td>
<td>Assessment includes strategies that are effective.</td>
<td>Assessment includes strategies that are effective.</td>
<td>Assessment includes strategies that are effective.</td>
</tr>
<tr>
<td>State Framework Standards</td>
<td>Standards are not clearly identified.</td>
<td>Standards are clearly identified.</td>
<td>Standards are clearly identified.</td>
<td>Standards are clearly identified.</td>
</tr>
<tr>
<td>Alignment of Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments</td>
<td>Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are not aligned.</td>
<td>Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are aligned.</td>
<td>Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are aligned.</td>
<td>Standards, Essential Questions, Goals, Objective/Learning Target(s), and Assessments are aligned.</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials are not described.</td>
<td>Materials are described, and work appropriately.</td>
<td>Materials are described, and work appropriately.</td>
<td>Materials are described, and work appropriately.</td>
</tr>
</tbody>
</table>

*Evaluators are encouraged to review the rubric for lessons rated as exemplars and identify strategies for improvement.
## A4. Lesson Plan Rubric continued

### Performance Ratings:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Exemplary</td>
<td>Not Applicable for this Lesson</td>
</tr>
</tbody>
</table>

### Implementation Indicator

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, Method of Instruction, and Student Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need a motivating source of activating prior knowledge that makes students and incorporates student ideas and experiences throughout the lesson.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Source of activating prior knowledge needs to be included in the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Source of activating prior knowledge needs to be included in the lesson.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Strategies need to be consistent with research, teaching theory, student development, culture, pedagogy, and program content, and mental and physical ability and guiding questions to encourage critical thinking and inquiry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies are consistent with research, teaching theory, student development, culture, pedagogy, and program content, and mental and physical ability and guiding questions to encourage critical thinking and inquiry.</td>
<td></td>
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</tr>
<tr>
<td>Lesson needs to include differentiated strategies and Universal Design for Learning that engage students in instruction, activities, materials, and technology when appropriate.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Lesson includes differentiated strategies and Universal Design for Learning that engage students in instruction, activities, materials, and technology when appropriate.</td>
<td></td>
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</tr>
<tr>
<td>Smooth transitions need to be seamless and appropriate across the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Smooth transitions are frequent and appropriate across the lesson.</td>
<td></td>
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</tr>
<tr>
<td>Plan for, or has a clearly written statement of expectations and learning targets.</td>
<td></td>
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</tr>
<tr>
<td>Plan includes a statement of expectations and learning targets, but it is not clearly written.</td>
<td></td>
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</tr>
<tr>
<td>A description of how learning is measured at the conclusion of the lesson or a statement of how student summary of learning.</td>
<td></td>
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<tr>
<td>The teacher provides a teacher summary of a detailed student summary of learning.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Matter Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to demonstrate accurate knowledge of all subject content and critical development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates basic knowledge of subject content and critical development.</td>
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<td></td>
<td></td>
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<tr>
<td>Standard English conventions</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to demonstrate accurate knowledge of all subject content and critical development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates accurate knowledge of subject content and critical development.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Comments</td>
<td></td>
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</tbody>
</table>

### Form 3LP

Teacher Candidate is responsible for submitting a copy to Educator License Office.
## Observation Report

### Candidate Information

<table>
<thead>
<tr>
<th>Candidate:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ID #: (required)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major/Subject Sought:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rating Scale: 1—Does Not Meet the Standard</th>
<th>2—Emerging Skill</th>
<th>3—Acceptably Meets the Standard</th>
<th>4—Comprehensively Meets the Standard</th>
<th>NO—Not Observed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Person completing form:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervising Practitioner:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School/District:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Report #:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

### Observation Focus

**Lesson Focus:**

### Indicators of Effective Instruction and Positive Equity

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Does Not Meet Standard</th>
<th>Emerging Skill</th>
<th>Acceptably Meets Standard</th>
<th>Comprehensively Meets Standard</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>

1. **Effective Communication**
   - Indicates communication is carefully constructed and aligned with lesson objectives.
   - Demonstrates understanding of the context in the core curriculum of the lesson.

2. **Instructional Strategies**
   - Instructional strategies are clearly articulated and aligned with lesson objectives.
   - Demonstrates understanding of the context in the core curriculum of the lesson.

### Beginning of the Lesson

- **a.** Provides a motivating introduction/feeder
  - Needs to be motivating and engaging.

- **b.** Makes Learning Objectives Clear to Students
  - Learning objectives are clear and motivating.

- **c.** Activates Prior Knowledge
  - Activates prior knowledge and connects it to the lesson.

### During the Lesson

- **a.** Promotes Equity for All Students
  - Provides materials and activities that effectively enhance student learning.

- **b.** Communication High Expectations
  - Communicates high expectations to students.

- **c.** Uses Technology
  - Uses technology to enhance learning.

- **d.** Uses Effective Practices
  - Uses effective teaching methods and strategies that enhance effective practices.

### Conclusions and Observations

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Does Not Meet Standard</th>
<th>Emerging Skill</th>
<th>Acceptably Meets Standard</th>
<th>Comprehensively Meets Standard</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>
A5. Observation Report continued
## A.6 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.

### Teacher Candidate Name:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time (start/end):</th>
</tr>
</thead>
</table>

### Content Topic/Lesson Objective:

<table>
<thead>
<tr>
<th>Type of Observation:</th>
<th>Observed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announced</td>
<td>Supervising Practitioner</td>
</tr>
<tr>
<td>Unannounced</td>
<td>Program Supervisor</td>
</tr>
</tbody>
</table>

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

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

### Essential Element

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the quality, consistency or scope of each element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4: Well-Structured Lessons</td>
<td></td>
</tr>
<tr>
<td>1.B.2: Adjustments to Practice</td>
<td></td>
</tr>
<tr>
<td>2.A.3: Meeting Diverse Needs</td>
<td></td>
</tr>
<tr>
<td>2.B.1: Safe Learning Environment</td>
<td></td>
</tr>
<tr>
<td>2.D.2: High Expectations</td>
<td></td>
</tr>
</tbody>
</table>
A7. CAP for IPP/OSI

Candidate Assessment of Performance for Integrated Partial Practicum/Onsite Immersion

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

Candidate needs to exhibit all actions/behaviors within the selected rating level to earn the rating selected by the evaluator.

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 for the formative and summative assessments. Note: Teacher candidates are rated on the dimensions of Quality, Scope, and Consistency. Ratings of 4-Exemplary in IPP/OSI are not appropriate.

- **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.

Candidate: ___________________________________________ I.D.#____________________ Date:_________________
Person Completing Form: __________________________ Supervising Practitioner: _________________________
School/District: ___________________________ Major/License Sought: _____________Level: _______________

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.4: Well Structured Lessons</td>
<td>Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome.</td>
<td>Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Rating</th>
<th>Summative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Quality</td>
</tr>
<tr>
<td>Scope</td>
<td>Scope</td>
</tr>
<tr>
<td>Consistency</td>
<td>Consistency</td>
</tr>
</tbody>
</table>

1.B.2: Adjustment to Practice

- Makes few adjustments to practice based on formal and informal assessments.
- May organize and analyze some assessment results but only occasionally adjusts practice or
- Organizes, analyzes results from a variety of assessments to determine progress toward intended outcomes, uses findings to adjust practice & identify

<table>
<thead>
<tr>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope</td>
<td>Scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td>Consistency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

123
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.

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Formative Rating</th>
<th>Summative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.3: Meeting Diverse Needs</td>
<td>Uses limited and/or inappropriate practices to accommodate differences.</td>
<td>May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.</td>
<td>Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</td>
<td>Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.</td>
<td>Quality 1 2 3</td>
<td>Quality 1 2 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scope 1 2 3</td>
<td>Scope 1 2 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Consistency 1 2 3</td>
<td>Consistency 1 2 3</td>
</tr>
<tr>
<td>2.B.1: Safe Learning Environment</td>
<td>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 responds to behaviors that interfere with students’ learning.</td>
<td>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.</td>
<td>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.</td>
<td>Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.</td>
<td>Quality 1 2 3</td>
<td>Quality 1 2 3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Scope 1 2 3</td>
<td>Scope 1 2 3</td>
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<tr>
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<td></td>
<td></td>
<td>Consistency 1 2 3</td>
<td>Consistency 1 2 3</td>
</tr>
</tbody>
</table>
2.D.2: High Expectations

- Gives up on some students or communicates that some cannot master challenging material.
- May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconception about innate ability.
- Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
- Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Scope</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Formative Rating</th>
<th>Summative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.1: Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.</td>
<td>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.</td>
<td>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. Is able to model this element.</td>
<td>Quality 1 2 3</td>
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<td>Scope 1 2 3</td>
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<td>Consistency 1 2 3</td>
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Professional Practice Goal(s) for full practicum:

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<tr>
<th>Goal(s)</th>
<th>Essential Element</th>
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Formative Signatures and Dates:

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<th>Candidate’s Signature:</th>
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<td>Program Supervisor:</td>
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<tr>
<td>Supervising Practitioner:</td>
<td>Date:</td>
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Summative Signatures and Dates:

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<tr>
<td>Program Supervisor:</td>
<td>Date:</td>
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<td></td>
<td></td>
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<tr>
<td>Supervising Practitioner:</td>
<td>Date:</td>
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Appendix B

This is a list of documents that are used in IPP/OSI 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
B5. 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 ongoing basis, and continuously refining learning objectives.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Introduction</th>
<th>Practice</th>
<th>Demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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.</td>
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<td>Practicum</td>
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<tr>
<td>(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.</td>
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<td>Practicum</td>
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<tr>
<td>(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.</td>
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<tr>
<td>SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.</td>
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<td>Practicum</td>
</tr>
<tr>
<td>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.</td>
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<td>Practicum</td>
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</table>

### (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.

<table>
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<tr>
<th>Indicators</th>
<th>Introduction</th>
<th>Practice</th>
<th>Demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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.</td>
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<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>(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.</td>
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<td>Practicum</td>
</tr>
<tr>
<td>(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</td>
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<td>Practicum</td>
</tr>
<tr>
<td>(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.</td>
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<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>(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.</td>
<td></td>
<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.</td>
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<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.</td>
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<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td>Practicum</td>
</tr>
</tbody>
</table>

### (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.

| (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.

| (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 |  |
### B2. Stage 2 Review

#### First Stage Review
- Formal admission to educator licensure program (minimum of 45-60 credits)

#### Second Stage Review
- Formal approval to enter practicum/field experiences (minimum of 90 days of teaching/practicum)

---

**Candidate:**

**Educator Licensure Program (Required):**

**Level:**

**Number of credits the candidate has completed:**

**Transfer Credits:**

**Local Address:**

**Street:**

**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 teacher.

**Step 4:** Forward the original reviewer form along with Candidate Dispositions Assessments 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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate Dispositions Assessment Forms have been completed with acceptable ratings. Stage One—minimum of two positive Candidate Dispositions Assessments required. Stage Two—minimum of 2 additional positive Candidate Dispositions Assessments required (at least one from a supervising teacher or principal).</td>
<td></td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<td>4. The candidate has made up any failed courses.</td>
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<td>5. The candidate has satisfied the Fitchburg State mathematics readiness and reading readiness requirements.</td>
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<tr>
<td>6. The candidate has successfully completed the required Massachusetts Tests for Educator Licensure. Stage One—Communication and Literacy. Stage Two—Content Tests specific for license.</td>
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<tr>
<td>7. The candidate is aware that a misconduct or felony could prevent further progress toward obtaining a license; they should contact the Dean of Education of the Massachusetts Department of Elementary and Secondary Education for advisement.</td>
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<td>8. Stage Two Only—A current degree evaluation has been reviewed with the candidate and, if applicable, student evaluations have been submitted.</td>
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<tr>
<td>9. The candidate has completed the required field experiences for this stage and has received positive evaluations by course instructors and supervising practitioners. The candidate is aware that the appropriate documentation must be filed with the Licensure Office.</td>
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<tr>
<td>10. If the candidate has undergone a departmental review, all outcome conditions have been met.</td>
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</table>
B2. Stage 2 Review continued

Advisor's Recommendations (check all that apply)

☐ Meets all Stage Review requirements

☐ Formally admitted to Educator Preparation Program (Stage One) or
☐ Formally admitted 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 Disposition

Note: A candidate earning a 'Y' in two or more Disposition areas requires a Departmental Review

☐ Take specific courses (provide course number and title): _____________________________

☐ Satisfy the Fitzgerald State mathematics readiness and reading readiness requirements by
  a. passing the mathematics and reading placement tests
  b. taking the required courses

☐ Satisfactorily complete the required MTEL subtests for this stage

☐ Talk with the Licensure Office regarding COHI status

☐ Stage One only—Not allowed to take Stage II courses in Education major but may continue taking courses in the second major or Liberal Arts and Sciences

☐ Meet the requirements of the previously conducted Departmental review

☐ Stop 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 Success Center (specify skills): _____________________________

☐ Other (specify): ____________________________

Candidate's Decision

☐, certify that I have reviewed this form with my advisor.

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:

☐ I wish to withdraw from the Education major. Reason: [] MTEL [] GPA [] Transfer Credits [] Other:

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 be
  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:

☐ I wish to withdraw from the Education major. Reason: [] MTEL [] GPA [] Transfer Credits [] Other:

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: ____________________________

Form T-1—page 2
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:

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Assessments</th>
<th>Materials</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Actor, Behavior, Condition, Degree)</td>
<td>(Formative and Summative)</td>
<td>(Include Materials Needed for Differentiation)</td>
<td>(Content, Process, Product, Environment) *See guidelines</td>
</tr>
</tbody>
</table>

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

<table>
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<th>Time Period</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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### Observation Requirements

#### Station One IPP Evaluation Process
- **Initial Contact Meeting**
- **First Observation**
- **Mid-Semester Meeting (complete formative assessment)**
  - Second Observation
- **Final Meeting (complete summative assessment)**

#### Station Two IPP Evaluation Process
- **Initial Contact Meeting**
- **Third Observation**
- **Mid-Semester Meeting (complete formative assessment)**
- **Final Meeting (complete summative assessment)**

#### OSI Evaluation Process
- **Initial Contact Meeting**
  - **First Observation**
  - **Second Observation**
- **Mid-Semester Meeting (complete formative assessment)**
  - **Third Observation**
- **Final Meeting (complete summative assessment)**