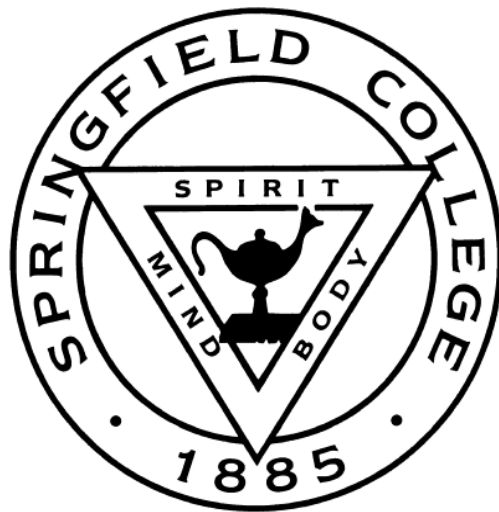


# **Visual Art Teacher**

## **PreK-8, 5-12**

### **Fieldwork Handbook**



**INITIAL LICENSE**

**PUBLISHED AUGUST 2010**

**ART EDUCATION PROGRAM FIELDWORK HANDBOOK**  
**TABLE OF CONTENTS**

<b>Introduction</b>	1
<b>People to Know</b>	2
<b>Section I: Pre-Practicum Fieldwork Policies &amp; Procedures</b>	3
Dual Advisement	3
Prerequisites	3
Fieldwork Hours	4
Pre-Practicum Policies	4
Process for Obtaining a Pre-Practicum Site	7
Rules of Professional Conduct	8
Appearance	9
Frequently Asked Questions	9
<b>Section II: Pre-Practicum Fieldwork Experience</b>	10
Policies and Procedures	10
ARTS 190 Community Service (Studio/Art Education Majors only)	11
ATPY 309 Pre-Practicum in Art Education/Art Therapy	17
ARTS 382 Seminar Teaching Art	25
Roles and Responsibilities of Site Supervisor	29
Supervising Practitioner Checklist of Things to Cover with ST	30
Sample Letter to the Supervisor	33
Faculty Supervisor Responsibilities	35
<b>Section III: Practicum</b>	36
<b>Section IV: Pre-Practicum &amp; Practicum Forms</b>	37
Advanced Standing Guidelines	38
Application for Matriculation	39
Rules of Professional Conduct	40
Time Sheet	41
Guidelines for Unit Plans	42
Guidelines for Lesson Plans	43
Format for Lesson Plans	44
Pre-Practicum/Practicum Observation Form	45
Optional Observation & Feedback Form	47
Guidelines for Preservice Performance Assessment (PPA)	48
Midterm Evaluation Form	55
Sample Midterm Assessment of Subject Matter Knowledge	57
Practicum Intervention Warning Form	58
Performance Assessment Rubric	59
Preservice Performance Assessment	67
Things to Remember – Practicum Report/PPA	73
Practicum Report	74
Time Record	75
Evaluation Forms	76
Consent Form for Release of Pupil Art	87

## **INTRODUCTION**

The Art Education concentration allows students to obtain a Teacher of Visual Arts PreK-8 or 5-12 license by the Commonwealth of Massachusetts. Students seeking a Teacher of Visual Arts License can major in Art or Art Therapy.

Fieldwork in art education builds from knowledge gained from studio art courses and introductory art education courses. This manual describes the procedures, courses, and forms that complement performance assessment in art education. The Fieldwork component of art education at Springfield College includes seven courses. Three of these courses are taken in the art department; \*ARTS 190: Community Service, ATPY 309: Pre-Practicum in Art Therapy/Art Education and ARTS 382: Seminar in Art Education.

ARTS 190 is the first course that includes field experience, reflective teaching and assessment techniques, supervision and documentation. ATPY 309 is a course for art therapy and art education students. ARTS 382 combines micro teaching, role-plays, opportunity to learn lesson planning and unit planning techniques with current assessment methods in art education. Art education students enrolled in pre-practicum ATPY 309 are placed in a school setting for 80 hours and implement performance assessment tools, pedagogy, observe and work with individuals, small groups and the entire class teaching art.

Art education students also enroll in EDUC 364: Pre-Practicum, EDUC 464 and 465: Practicum, EDUC 234: Curriculum Methods and Organization and EDUC 237: Foundations of Multicultural Education. All education courses are described in the baccalaureate Secondary Education Program Document.

\*Students in the art therapy/art education track are not required to enroll in ARTS 190.

## **PEOPLE TO KNOW**

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## **SECTION I: PRE-PRACTICUM FIELDWORK POLICIES AND PROCEDURES**

### **Art Education & Education Program Dual Advisement Guidelines**

All students in art education licensure track programs are assigned an advisor from the art education program when they declare art education as a possible program track.

Once students apply to be admitted to the teacher licensure program, prior to doing their first pre-practicum experience in the art department, they need to schedule a brief meeting with the Chairperson of the Education Department in Locklin Hall, to request an Education Department Advisor.

Once students become candidate for teacher licensure, they will be required to meet with both advisors to assist in the planning of their academic, student teaching and studio requirements. Students need to keep both advisors informed of any scheduling changes.

Note: Students must pass the MTEL Communication and Literacy Skills test prior to applying for admission to the Visual Art licensure program and must pass the Art subject test to be eligible to student teach.

Study sessions are offered by the Educator Preparation Office and by the Visual Arts Department. Information about dates and times will be posted on the Visual and Performing Arts bulletin board and listed in the Educator Preparation Office.

### **Prerequisites For Field Based Courses**

#### **COMMUNITY SERVICE (STUDIO ART/ART EDUCATION MAJORS ONLY)**

- Three 100 level studio art courses
- ARTS 255 CMO Art Education/Pre-K-8

#### **PRE-PRACTICUM - ATPY 309**

- Community Service ARTS 190 (only studio art education)
- ARTS 255/CMO Art Education/Pre-K-8
- Permission of the Art Education Director

**Fieldwork Hours**

## COMMUNITY SERVICE

- 40 Hours on-site
- 60 Class hours

## PRE-PRACTICUM

- 80 Hours on-site
- 50 Hours class time
- 5 Hours meeting with instructor individually

## PRACTICUM

See the *Secondary Education Fieldwork Handbook* for more details.

**Undergraduate Pre-Practicum Policies****The Three-Way Partnership**

The pre-practicum is a three-way partnership between students, agencies, and Springfield College. All parties in the relationship assume responsibilities, perform specific functions and accrue benefits as a result of their involvement. Failure to recognize the role and value of each diminishes the quality and meaning of the experience.

The student assumes the following responsibilities:

1. Accepting and adhering to the rules and regulations governing the agency/ institution.
2. Becoming an integral and participating member of the agency/institution staff.
3. Setting mutually satisfactory and feasible goals and objectives with the agency supervisor.
4. Striving toward higher levels of personal and professional growth.
5. Attending additional workshops in the field.

The student benefits from:

1. Having the opportunity to expand professional preparation.
2. Entering the professional world gradually under competent supervision and guidance.
3. Undertaking challenging and stimulating tasks, which have the potential of contributing to the agency/institution and to the quality of life for persons served by the agency/institution.
4. Identifying his/her strengths and weaknesses and the subsequent steps needed to become more proficient.
5. Gaining contact with potential employers.

The agency/institution/school assumes the following responsibilities:

1. Determining with the student the types of learning experiences which are mutually beneficial and rewarding and which provide challenge, growth, and success for the student.
2. Orienting the student for the philosophy, policies, programs, and services provided.
3. Integrating the student at all appropriate levels as functional participant in agency/institution/school activities, projects, and programs.
4. Providing appropriate supervision for the student.
5. Evaluating the student's performance and the degree to which the student has met stated goals and objectives.
6. Cooperating with the college in evaluating the field site and providing input in the curriculum development process.
7. Obtaining the appropriate art supplies.

The agency/institution is able to accrue the following benefits:

1. Expand ability to serve clientele or students.
2. Opportunity to obtain a tuition waiver for classes at Springfield College.

The college assumed responsibilities are:

1. Assisting students with the selection of an appropriate placement and all subsequent arrangements.
2. Assisting students with the design of goals and objectives appropriate for their experience.
3. Maintaining a profile of possible internship sites.
4. Monitoring student's progress via on-site visits made by the college supervisor, and through evaluation completed by the student and the agency/ institution/school where the student is placed.
5. Addressing issues in a supervision class related to each student's fieldwork.

The college may expect to accrue the following benefits:

1. Improvement to the educational process and the scope of the professional curriculum.
2. The ability to access the quality and relevance of didactic courses by providing a laboratory for appreciation of theoretical knowledge.
3. The ability to more accurately assess student competencies.

### **Outline of Steps for Setting Up Pre-Practicum Placement**

1. Write your goals for your internship. (What do you want to accomplish?) Review your goals with the pre-practicum coordinator.
2. Meet with the pre-practicum coordinator to examine the variety of possible field sites
3. Meet with the department secretary to complete forms.
4. Register for course work and supervision.
5. Have the pre-practicum coordinator send introduction letter.
6. Complete a CORI check of interns in the schools.
7. Send follow-up letters or make follow-up phone calls.

8. Attend interviews with agency institutions/schools.
9. Confer with pre-practicum coordinator. Determine most appropriate placement.
10. Initiate affiliation and any liability insurance process with department secretary.
11. Reconfirm all details prior to starting date.

### **Midway Self-Evaluation**

Summarize and evaluate your experiences thus far in your pre-practicum. The following questions may be helpful.

1. Is this experience what you expected? Explain.
2. Is this experience meeting your needs? Explain.
3. Is the supervision you are receiving adequate? Explain.
4. What contributions are you making to the agency?
5. How can the experience be more meaningful?
6. What do you perceive as being your strengths at this point? What are your weaknesses?

### **Are you on track?**

Look at the list of goals and objectives that you made for yourself when you started your placement.

1. What objectives have you met?
2. What objectives remain? Which of these do you expect to be able to meet?
3. Are there any you do not expect to be able to meet? Comment on these.
4. Are there additional goals and objectives that you want to add? Why do you feel these are important?

### **Evaluation**

Include the following area in your final report:

1. Description of the contributions you made during your pre-practicum, community service, or internship, e.g., programs developed, clients or students you saw, groups you ran, activities initiated, etc.
2. General overview of the types of tasks you performed and the opportunities you had for in-service education.
3. Discussion of problems or difficulties encountered, personal and otherwise. Describe approaches you tried to alleviate problematic situation(s).
4. Self-analysis in terms of professional and personal growth, development, competencies, surfacing of strengths and limitations, emerging attitudes and values, feelings of increased/decreased confidence and assertiveness, satisfaction/ dissatisfaction with career choice, etc.

**Process For Obtaining  
A Pre-Practicum In Art Education – Student Responsibilities**

The semester previous to working in the field all students must meet with their advisor and the Art Therapy/Art Education fieldwork coordinator. A list of approved sites will be given to students after these meetings are held. After the art department faculty or administrator has made contact with an agency, students can call sites on the list and arrange for an interview. Once a site is determined an appointment is made with the site supervisor and the student. The students need to fill out a form to have the affiliation agreement and liability insurance processed by the department secretary. All Art Education students are required to register for 3 pre-practicum credits in art education/art therapy. Students are required to meet with Dr. Alter-Muri, Program Director of Art Education, and with the community service or pre-practicum advisor in the art therapy program.

In cases where the student has in mind a site that is not listed, the following procedure must be followed. The student meets with the art therapy field site supervisor and gives them the phone number of a contact person at the agency. The supervisor calls the contact person and discusses the program requirements. After finding a pre-practicum site, students must fill out the rules of professional conduct form found in section IV of this manual.

Finally a learning contract written by the student is reviewed by the agency supervisor and the field site faculty member and accepted. This process can take up to three or four weeks. Therefore, it is essential to find a site one to two months prior to enrollment. The second pre-practicum experience is taken through the education department.

## **Art Education Program**

### **Rules of Professional Conduct Community Service, Pre-Practicum and Practicum Students**

1. Students in field sites shall behave in a legal, ethical, and moral manner in the context of their field based experience, maintaining both personal and professional integrity and avoiding any actions or involvement in procedures not approved by qualified supervisors that would cause harm to others.
2. Students shall be expected to adhere to all agreed-upon requirements with regard to attendance, required clock hours, and performance of duties.
3. Students shall not misrepresent their rules or competencies to schools, agency staff, clients, students or others. Professional concerns or problems with others shall be discussed with the agency or program supervisor.
4. Students will avoid undertaking any activity, in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If or when such a situation arises, they shall seek agency or program supervisor assistance to determine the appropriate course of action.

I fully understand and agree to abide by these rules of professional conduct.

Signed and witnessed on this date: \_\_\_\_\_  
(Month) (Day) (Year)

\_\_\_\_\_  
Student Program Supervisor

## **Appearance**

The student teacher IS EXPECTED TO dress professionally at all times. The student teacher will also adhere to any additional requirements set by the cooperating practitioner or by a school administrator. It is the obligation of the student to obtain information related to dress policy.

## **Frequently Asked Questions**

1. Where is the Educator Preparation Office and why do I need to be in contact with them?

*The Educator Preparation Office is on the second floor of the Administration Building. They will guide you with policies and procedures related to teacher preparation licensure.*

2. Do I need to take the Massachusetts Teacher's Test if I plan to work in another state?

*Yes.*

3. Is there a study session for the Visual Art Teacher Test?

*Yes, there is a study session before each of the tests. However, you must sign up in the Art Department.*

4. What if I do not pass the test? Can I still be a Studio Art or Art Therapy Major?

*Yes, you are a Studio Art or Art Therapy Major. You must pass the test to go on to Art Education.*

5. Do I still need to have a final art show?

**Yes. Information is in this handbook.**

6. How can I get more information about jobs in Art Education?

**This is covered in the Art Education Seminar Class. You can also make an appointment with the Career Center.**

7. I don't understand contracts and teacher negotiations.

*This is covered in the Art Education Seminar Class, Springfield College*

## **SECTION II: PRE-PRACTICUM FIELDWORK EXPERIENCE**

### **Visual and Performing Arts Department Art Education/Art Therapy Undergraduate Program**

#### **Policies and Procedures**

Fieldwork experiences are connected to the following classes: ARTS 190, ATPY 309, and ARTS 382. These classes are described in more detail in the course syllabi on the following pages. Students must be official licensure candidates to be eligible to complete this fieldwork. (See *Educator Preparation Handbook*.)

#### **Transfer Policy**

Students who transfer from majors other than Computer Graphics, Studio Art or Art Therapy must transfer no later than the beginning of their second semester junior year. Students are only allowed to transfer to Studio Art/Art Education or Art Therapy/Art Education programs after completing the following prerequisite courses.

#### **Eligibility for Practicum**

Students need to maintain a 2.75 professional cumulative grade point average and pass the MTEL subject matter test in Visual Arts. In the courses CMO Art Education/PreK-8, Art Education Seminar, Community Service and Pre-Practicum in Art Education/Art Therapy, students must receive a grade of B or higher.

#### **ARTS 108 Studio in Drawing, ARTS 111/ Studio in Design and ARTS 255 CMO Art Education/PreK-8**

Students transferring internally from an art major should transfer no later than their first semester junior year. However, a passing score on the MTEL test and the subject matter test in Visual Art is required for departmental admission. Second semester junior transfer students should expect to enroll for a pre-practicum course in the art department during the summer session.

**“ART IN THE COMMUNITY”**  
**Arts 190**

**SYLLABUS:****Fall 2007****Tuesday 10:30 AM - 11:45 AM****Instructor Contact Information:****Barbara Saint Jacques, MS/ATR-BC/LSW****Telephone: 413-478-2062****e-mail: [sainte@charter.net](mailto:sainte@charter.net)****Required Text:**A Practical Art Therapy by Susan Buchalter and Art Therapy for Groups by Marian Liebman**COURSE DESCRIPTION:**

“Art in the Community” is designed to teach you about the range of art activities that occur in community settings (such as artist-in-residence programs, educational displays, and other activities) as well as the institutions that sponsor and support these programs. You will engage in a 40-hour volunteer placement at a community setting of your choosing (pending approval by the instructor), where you will assist your site supervisors in a variety of arts education or art therapy programs appropriate to the setting. This course will also introduce you to the practical aspects of community arts programming, such as how to develop lesson plans and events, work with people on art-making activities, and write grants to support your community arts efforts. A significant portion of the class work will be devoted to learning how to utilize electronic and printed materials to locate information about the arts.

**COURSE OBJECTIVES AND ASSESSMENT:**

- To demonstrate an understanding of the range of community arts, through a written journal and participation in team activities with classmates
- To gain experience with community art as demonstrated through on-site experiences and site supervisor evaluations
- To experience various roles including facilitator, assistant and teacher,
- and to reflect on these roles in a written journal. To demonstrate an understanding of the methodology of community art, as demonstrated through research and **reflection in a journal**, as well as a written grant proposal and a class presentation on community arts
- To communicate effectively about the importance of community art, as demonstrated by a written grant proposal
- To learn the structure of lesson plans and demonstrate this understanding in the formulation and presentation of a sample lesson plan
- To learn how to access research about the arts utilizing online and printed library reference materials, as demonstrated through research activities and written journal assignments

**COURSE REQUIREMENTS:**

1. Forty hours of community service in a community setting to be approved by instructor
2. Written self-evaluation, site supervisor evaluation, and where possible, faculty evaluation of site work. (All forms and due dates are located in the *Undergraduate Community Service Student Manual*. **The Affiliation form (p.5) is to be filled out and returned to**

**Anne Hannon, Department Secretary AT LEAST FOUR WEEKS prior to your start date!**

3. Journal assignment
4. Mock grant proposal
5. Lesson plan research, and presentation
6. Presentation on community art site
7. Paper on Art as Healing in comparison to Art as Therapy
8. Demonstration of ability to research art topics using online and printed resources in the library

**GRADING POLICY:**

Each assignment will be graded according to the quality of the work, thoroughness of the response (for journal assignments), and the ability to weave together class participation, personal experience, community service and readings. **If any written assignment is turned in one week late, you will receive a 30% LOWER GRADE. Assignments turned in three or more weeks late will receive a 0 for that assignment.** There are a few opportunities to earn extra credit for additional homework assignments. This may be of use to those who failed to turn in an assignment on time or received a low grade for one of the assignments. Each student will be given one “amnesty coupon” for a homework assignment turned in late, and one “amnesty coupon” for failing to come to class.

1. Community Service Requirement = 800 points, or 30% of overall grade. 600 points are assigned for the work, 200 for the quality of your journal reflections. *If you do not fulfill your full 40 hour requirement, your grade will be lowered by the number of points per hour, or 15 points/hour. Because this is a Community Service Learning course, if you do not complete at least 20 hours of your practicum, you will receive a failing grade for the course.* This grade will be determined by the site evaluator(s), a written self-assessment and instructor observation (when possible). 200 points are assigned to your journal responses for the class and your meetings with the professor. **You must turn in journal responses as each week is completed. (Copies to be made and turned in weekly).**
2. Paper = 600 points, or 22% of overall grade. Art as Healing as compared to Art as Therapy Paper = 300 points, or 11% of overall grade.
3. Mock Grant Proposal = 300 points, or 11% of overall grade.
4. Poster of Artist Residencies or Sites on Art as Healing = 300 points, or 11% of your overall grade.
5. Homework = 100 points, or 4% of overall grade for each assignment. These assignments amount to 16% of grade). **Please limit your written responses to four pages or less (excluding reference materials).**

**REQUIRED READING** (to be assigned).

**Course Outline:** Please note -- Lectures, guest speakers and assignments may vary due to class interests, availability, etc., and may be adjusted by the instructor.

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**Week 1**

- Welcome/Introductions
- Review syllabus and class expectations
- Discussion of sites/placement options
- **Paperwork** (Anne Hannon) **Affiliation Form, (P. 5)**
- Completed paperwork from the Undergraduate Community Service Student Manual: **“Community Service Information Form” (P. 4)** to be turned in.
- Art experiential

Due next class:

1. Read the description of Placement Options
2. Meet with Anne Hannon

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**Week 2**

- Discussion of each student site.
- Turn in paperwork from UCSSM: **Rules of Prof. Conduct P.6** and **Consent for Release (P. 14)**. **ALSO: Your Name, Date, Name of On-site Supervisor, Organization, City, Population/Dev. level of clients you are working with, Date you begin your internship.**
- Discussion: What is community art?

Due next class:

1. Internet Research: Research 3 different community arts organizations on the internet.
2. Respond to the following questions about each community organization in your journal:
  - Where is the community arts agency located? (I.e.: Is it on a campus, in a city, in a rural community?)
  - What are the different departments in the organization, and what is the purpose of each department? (i.e., in a museum, this would be a museum store, curatorial, etc.)
  - What services are provided by the community organization?
  - Who is their main constituency? (those served by the organization)
  - If this is not strictly an arts organization, what art programs are offered by the agency/organization?
  - From the materials that you have read, do you feel this agency or organization is providing a vital service? Why or why not?
3. Make copies of your response to hand in.

**PLEASE REMEMBER TO SUBMIT COPIES OF YOUR HOMEWORK!**

Typed responses are preferred, though you may submit handwritten homework. Remember that late homework is marked down. (See grading policy listed previously)!

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**WEEK 3**

- **Turn in assignment due (internet research)**
  - Introduction to Community Arts - Class discussion.
1. What are the places where community arts occur?
  2. What are some examples of community arts?
  3. Art experiential

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**WEEK 4**

- Guest speaker to discuss Lesson Plans, Unit Plans, and Curricula. Group Discussion

Due next class:

1. Research on the internet and/or in printed materials: Locate 3 sample lesson plans and 3 art therapy exercises from 3 different sources, (site sources).
2. Respond to the following questions in your journal:
  - What are the differences between lesson plans and art therapy exercises?
  - What are the most important goals you should keep in mind in working with your population?
  - What are assessment based art exercises?

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**WEEK 5**

- **Turn in lesson plans/at exercises/questions**
- Discussion of Similarities and Differences between Art Therapy and Arts Education Lesson Planning
- Discussion of Assessment based art exercises
- Art experiential

Due next class:

1. Hand in lesson plans of art exercises ***that you have developed for the population you are working with.*** *You will each facilitate, co-lead, and take part in these art exercises at a later date.*

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**WEEK 6**

- **Turn in art exercises of population you are working with.**
- ART AS HEALING: Video and Discussion
- Art experiential

Due next class:

1. Research **5 (five)** sites/agencies that offer art as healing. For example: Society for Art in Healthcare

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**WEEK 7**

- **Turn in assignment (5 sites/agencies that offer art as healing)**
- Midterm Journal Review
- Community Arts Site Visit

Due next class:

1. Written response to the Community Arts Site visit
2. Look in your Undergraduate Community Service Student Manual on **P. 7.**  
-- **Midterm Self-Evaluation** (for Community Service) and **“Are you on track?”** Answer questions 1 - 6 and 1 - 4

**WEEK 8**

- **Turn in Midterm Self-evaluation (P. 7) for Community Service and written response.**
- ***Paper due on Art as Healing Compared to Art as Therapy. What part of your work is healing?***
- Researching Grants - Discussion of sample grants
- **Presentation on a Community Art Site**

Due next class:

1. Bring in a draft of your mock grant proposal to work on in class--or to have me look at it before you present and turn it in on November 11.
2. **Provide a time schedule** of when you will be at your site so that I may arrange for a site visit with your supervisor.

**WEEK 9**

- **Due: draft of mock grant proposal and your site work time schedule**
- Arrange for site visits: Turn in your time schedule during which you will be at your site.
- Art experiential: GROUP PROJECT

**WEEK 10**

- Group project to continue

Due next class:

1. Mock grant proposal

**WEEK 11**

- **Mock Grant Proposals Due**
- You will present your proposal. Discussion of its weakness/strengths will take place as part of classroom participation.
- **Plan to turn in Final Self-evaluation (P. 7), Site Supervisor evaluation (P. 15) and signed time sheet (P. 12) on 12/4. Excuses unacceptable.**

**WEEK 12 - NO CLASSES**

**Happy Thanksgiving**

**WEEK 13**

- Work on posters in class

Due next class:

**Final Self-evaluation (P. 7), Student Site Evaluation (P. 13), Site Supervisor evaluation (P. 15), and Signed Time Sheet (P. 12).**

**WEEK 14**

- **Turn in Final Self-evaluation (P. 7), Student Site Evaluation (P. 13), Site Supervisor Evaluation (P. 15), and Signed Time Sheet (P. 12) today.**

- Art Experiential (Each student will facilitate/co-lead/take part in lesson plans and art therapy exercises turned in on 10/2).

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**WEEK 15**

- **Posters due today**
- **All paperwork should be in by today.**
- Art experientials to be continued. (See above).

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**WEEK 16 - LAST CLASS**

- **Survey**
- **Return of papers and art work**

**ATPY 309 PRE-PRACTICUM  
in Art Therapy and Art Education  
VAPA Dept.**

**SYLLABUS  
Fall 2007**

**Tuesday 10:30 - 11:45 AM**

**Instructor Contact Information:**

**Barbara Saint Jacques, MS/ATR-BC/LSW**

**Telephone: 413-478-2062**

**e-mail: [sainte@charter.net](mailto:sainte@charter.net)**

**Time Needed:**

3 hours course time weekly

80 hours of on-site experience

1 hour assignment time weekly

**Course Description:**

This course is designed for students in the art therapy concentration who need first hand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. This course will introduce art education/art therapy as experienced at your pre-practicum site. In addition to specific activities and issues encountered at the placements, group discussion will be centered on art-making as a group experience and the formation of your identity as a professional. Ideas related to the nature of the creative process, skill acquisition, self-expression and other educational/clinical issues will be shared and explored. **Clock Hours: 3 s.h.**

**Equipment/Books Needed:**

- Text: *A Practical Art Therapy* by Susan I. Buchalter.
- A binder (which you will be expected to bring to each class) to be used as a journal. The binder is to be at least 8 ½ x 11" in size, and is to be used for this class only.
- Readings will come from *The Gift of Therapy* by Irvin Yalom M.D.
- Copies of other required articles to be read will be provided to you by the instructor.

**Course Objectives:**

1. Students apply their knowledge of the methods, materials, and techniques unique to the visual arts.

Assessment: Journals, process notes, case presentations, class discussions, work in the field, and evaluations.

2. Students describe, discuss, and plan art therapy directives.

Assessment: Journals, process notes, case presentations, class discussions, work in the field, and evaluations.

3. Students demonstrate understanding of observation, abstraction, invention and representation in visual arts.

Assessment: Journals, process notes, case presentations, class discussions, work in the field, and evaluations.

4. Students develop appropriate educational and therapeutic art activities drawing on the content of the relevant curriculum frameworks to plan activities, including the creative use of art materials for a variety of populations in various settings.

Assessment: Successful completion of site requirements as evaluated by both site and faculty supervisors, including the identification of strengths, weaknesses and goals of the student in their use of art materials, techniques, and approach.

5. Students apply their knowledge of artistic development in children and adolescents in the pre-practicum.

Assessment: Evaluations are assessed by faculty supervisors.

6. Students develop effective instruction and identify appropriate clinical goals and art activities for a variety of populations in a variety of settings.

Assessment: Process notes, case study, and participation in group discussion.

7. Students manage classroom climate and operations and create an environment conducive to learning or therapy.

Assessment: Assessed by observations and evaluations.

8. Students meet professional responsibilities and ethical principals and professional standards of the American Art Therapy Association and the National Art Education Association.

Assessment: Class discussion, process notes and experiential.

9. Students promote equity.

Assessment: Assessed by observations and evaluations.

**Course Evaluation:**1. Attendance

Attendance will be counted from the reading of the class roster. If you are not in class on time, but come in late, it will be noted. One (1) absence is allowable, two (2) affect your grade (A to A-, A- to B). These absences can be days on the sick list, away games, teacher conferences, or hip surgery. Do not use your absences frivolously. If you miss class, you are responsible for your assignment.

2. Participation

Students will be expected to ask questions during class and to participate in group discussions. Part of your evaluation will be the quality of your participation, attentiveness in class and your general behavior.

3. Assignments

Assignments are due in class as scheduled and will be collected at the beginning of the scheduled class time. If there is a problem, leave a message on my voice mail or e-mail. Work handed in late will be lowered one (1) grade point: (A to A-).

**Course Requirements:**

On-site participation	35%	<i>All students are expected to fully participate in</i>
Class participation	25%	<i>class discussion and activities, sharing by</i>
Written/creative work	40%	<i>communicating with all in a sensitive, considerate and respectful manner.</i>

**Assignment Description: All assignments are to be completed on 8 ½ x 11” paper so that they may be placed in a 3 ring binder to be used as a journal.**

- A. Six (6) Process notes (guidelines provided), to be handed in throughout the semester, with specific emphasis as directed by the instructor.
- B. Ten (10) brief journal entries (1-3 pages, **dated**), are to be handed in throughout the semester. These assignments can be hand written; however, they will not be graded. They should reflect your personal experiences and encounters at your placements as well as any other associated issues.
- C. Case Study (guidelines to be provided), including two (2) references from an article or book pertinent to your placement. APA format is to be followed.
- D. Three (3) hands-on art experiences as assigned by instructor. Format will be discussed.

- E. Four (4) brief reading assignments from *The Gift of Therapy* by Irving Yalom, MD. Students will be expected to read the assignment prior to class and be prepared to discuss their relevance to practicum experience and growth as a therapist.

## **POLICY CONCERNING PLAGIARISM**

### **Offenses Against the Policy**

#### **Use of Sources**

In preparing assignments a student often needs, or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography/reference section.

For citations, references in text are required for all specific facts which are not common knowledge and which do not obtain general agreement. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or web page, even when the student restates the matter in his or her own words. Word-for-word, including any part, even if only a phrase or sentence, from the written or oral statement of someone else (including the internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor.

#### **Creative Work**

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not knowingly employ artwork, story material, wording or dialogue taken from published work, motion pictures, lectures, World Wide Web or similar media, without full acknowledgement. (2005-2006 Student Handbook)

### **Academic Integrity and Honesty**

“Springfield College students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both course work and official college documents) are violations of the Academic Honesty and Integrity Policy... Obtaining credit for work, words, or ideas which are not the products of a student's own effort is dishonest... Consequences of violating the Academic Honesty and Integrity Policy entail penalties ranging from failing an exercise, failing a course, reprimand, suspension, dismissal, expulsion from the College, forfeiture of a diploma and/or legal action...” (2001-2002 Student Handbook)

### **Students with Disabilities**

“If you have a documented physical, learning, or psychological disability on record with the Director of Student Support Services (748-3768) or the corresponding individual in the School of Human Services, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodations in advance and to provide appropriate documentation to the Director of Student Support Services. Please let me know of your request as soon as possible, so that I can work with you and the Director to arrange for reasonable accommodations.” (pp. 276-277 Faculty Handbook)

### **Cellular Phones Policy:**

Students are hereby notified that cellular phones are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are telephones to be answered in class. Students who ignore this policy or create any phone related disruption will be asked to leave class.

### **Attendance Requirement**

Springfield College students are expected to attend all class sessions for which they are registered; they are also responsible for the material covered in each class session and the completion of assigned work by the announced due dates. Certain situations are recognized as college-excused absences from class, including participation in an athletic activity, participation in a curricular or co-curricular activity, and observance of religious holidays. A student who anticipates an absence of this nature must provide adequate notice and documentation to his/her instructor regarding the nature of the absence. Given this notice, the instructor may allow the student to make up the class work or complete an alternative assignment. Should the instructor feel that the proposed absences will interfere with the student’s ability to successfully complete the objectives of the course, the student must seek to reduce the absences or withdraw from the course.

Absence from class, being unprepared (not completing homework assignments or being able to join in on class conversations), not being present for the entire class due to arriving late or leaving early from class will all be dealt with in grade reduction on a point basis.

### **Absences Due to Emergency:**

In the event of illness or emergency, the student should notify his/her professors as soon as possible and discuss the options available for obtaining missed material. *If the student cannot contact the professor directly, the student should leave a voice-mail or e-mail message for the professor.* (Springfield College Adjunct Faculty Handbook)

**COURSE OUTLINE****WEEK 1**

Introduction, review of syllabus, course work outline, pre-practicum Manual. and site placements.

**Due next class:**

Affiliation forms due ASAP if not already taken care of, to be turned into Anne Hannon, Secretary.

**WEEK 2**

*P. 6 Rules of Professional Conduct signed by Program Supervisor*  
to be turned in today.

**Due next class:**

**Listing** of student name, site, site supervisor name/telephone number, and schedule of student at site placement.  
1<sup>st</sup> reading from **Yalom** will be **e-mailed** to each student. **First Journal entry**

**WEEK 3**

**First Journal entry**  
**Listing** of student name, site, site supervisor name/ telephone number, schedule of student at site placement. Placement concerns.  
**Class discussion** of 1<sup>st</sup> reading from **Yalom**.  
**Discussion: Review of process note formats.**

**Due next class:**

Journal entry.

**WEEK 4**

Journal entry.  
**Discussion: Hands-on art therapy directives** (format and identifying appropriate clinical goals and art activities for a variety of populations in a variety of settings--AT directives vs. Education Lesson Plans) - Assessment based art therapy directives -

**Due next class:**

Journal entry.  
**A hands-on art therapy experience described, discussed, and planned by each student. Format turned in beforehand to instructor.**

**WEEK 5**

Journal entry.  
**Hands-on art therapy experience in class**

**Due next class:**

Journal entry.  
2<sup>nd</sup> reading from **Yalom** will be **e-mailed** to each student

**WEEK 6**

Journal entry.  
Discuss Multi-Axis in DSM-IV and "Interventions"

**Due next class:**

Journal entry.

**WEEK 7**

Journal entry.  
**Review of Case Study Format**  
Assessment Based Art Therapy Experiential

**Due next class:**

Journal entry.

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**MID TERM**


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**WEEK 8** Journal entry.  
**Check-in** regarding pre-practicum site/art work  
**Arrangements** to be made for site visits  
**Discussion** of professional standards of the AATA and the NAEA

**Due next class:** Journal entry.  
 3<sup>rd</sup> reading from **Yalom** will be **e-mailed** to each student

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**WEEK 9** Journal entry.  
**continued: Arrangements** for site visits  
**Class discussion** of 3<sup>rd</sup> reading from **Yalom**

**Due next class:** Journal entry  
**A hands-on art therapy experience described, discussed, and planned by each student . (to be turned in)**

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**WEEK 10** Journal entry.  
**Hands-on art therapy experience in class**  
**Check-in** regarding pre-practicum site/artwork

**Due next class:** Journal entry.

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**Week 11** Journal entry.  
**Check-in** regarding pre-practicum site/art work

**Due next class:** **Case study draft**

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**Week 12** No class

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**HAPPY THANKSGIVING**


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**Week 13** **Case study draft**  
 4<sup>th</sup> reading from **Yalom** will be **e-mailed** to each student

**Due next week:** *FROM* the Undergraduate Art Therapy Pre-Practicum Manual:  
 P. 7 - Pre-Prac. Student Eval. (signed by on-site supervisor); and  
 P. 8 - General Evaluation as an Art Therapy Pre-Practicum Student  
 and a signed time sheet from the on-site supervisor

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**Week 14** *DUE: FROM* the Undergraduate Art Therapy Pre-Practicum Manual: P. 7 Pre-Prac. Student Eval. (signed by on-site supervisor); and P. 8 - General Evaluation as an Art Therapy Pre-Practicum Student and a signed time sheet from the on-site supervisor.

<b>Due next week:</b>	<b>Class discussion</b> of 4 <sup>th</sup> reading from <b>Yalom</b> Case Study final draft including process notes and all journal entries and PP. 7-9 from Supervision Manual & HOURS (signed by site supervisor).
<b>Week 15</b>	Case Study final draft due (Includes process notes) All journal entries due
<b>Week 16</b>	<b>LAST CLASS</b> <b>All papers, journal entries and art work to be returned.</b>

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**SPRINGFIELD COLLEGE VISUAL AND PERFORMING ARTS DEPARTMENT**  
**ARTS 382: SEMINAR IN TEACHING ART**

Professor: Rhonda Wainschillbaum

45 clock hours – 3 S.H.

**Course Description**

This seminar focuses on the analysis of students' ongoing demonstration of the knowledge, skill, and methodology acquired in field experiences and the exploration of selected issues in art education directed toward students' specific needs and interests. State and national guidelines for art competencies will be reviewed.

**Course Objectives and Assessments**

At the end of this course students will

1. Demonstrate their knowledge of the elements of art and the principles of design.  
Demonstrated by microteaching.
2. Present their understanding of the methods, materials and techniques unique to the visual arts. Assessed by class discussion, studio projects, journal, and microteaching.
3. Explore observation, abstraction and representation in visual art. Demonstrated by studio art, interview, observation, and final project.
4. Students will expand their understanding of philosophies of prominent arts and art educators. Assessed by class projects, museum visits and comparison papers.
5. Critique, analyze and articulate current trends and styles in art. Demonstrated by class discussions, museum or gallery visits and assignments.
6. Review their knowledge of art development. Demonstrated by class discussion and comparison paper.
7. Demonstrate their understanding of the integration of art history in studio art assessed through writing and simulation experience.
8. Apply the standards and curriculum framework of art education in planning activities. Assessed by lesson plans and microteaching.
9. Compare and contrast curriculum models in art education. Assessed by comparison paper.
10. Delivers creative instruction. Assessed by microteaching.
11. Develop pedagogy in art education. Assessed by final art project.
12. Expand repertoire of creative interventions in teaching art.
13. Reflect critically on their teaching, identify areas for further professional development and organize a curriculum. Assessed through microteaching, critiques and lesson plans.
14. Comprehend the complexities of teaching art within a limited budget. Assessed by class discussion and journals.
15. Become acquainted with technology in relationship to the art world.
16. Have a working knowledge of multidisciplinary teaching.
17. Demonstrate an understanding of the integration of the community in the art classroom. Assessed by classwork and studio projects.

**Course Requirements**

1. Written journal of art teaching
2. Comparison paper on theories of art development
3. Art standards project

4. Microteaching
5. Interviewing and observation of an art teacher
6. Literature review
7. Final art project
8. Final paper

### **Course evaluations**

Journal	5%
Comparison paper	10%
Art standards paper	10%
Literature review	10%
Interview/observation	10%
Lesson plans	20%
Microteaching	5%
Final art project	15%
Final paper	15%

## **ASSIGNMENTS**

### **FINAL PAPER**

At least 5 typed pages on a topic in art education. Topics could include: relevance of art in children's lives, examples of appropriate lessons, artistic developmental stages of children, your opinion and philosophies of art education. Information must be from at least 3 sources. Possible references: Lowenfeld, Eisner, Lansing, Kindler, Golomb, Piaget, Herbert Read, Daniel Mendelowitz, Charles and Margaret Gaitskell, Ralph Wickiser, and Italo DeFrancesco.

### **LITERATURE REVIEW**

At least 5 pages summarizing 3 art education articles or a book. Include your opinion and why you would recommend this book to art educators.

### **ART STANDARDS PAPER**

A 3-5 typed page paper discussing the benefits, and realities of using the curriculum frameworks and standards in the art room.

### **REPORT ON OBSERVATION AND INTERVIEW WITH AN ART TEACHER**

At least 3 typed pages reporting sequence of lesson and your opinion of teaching methods. Include logistics such as length of time, room set up, student population, class atmosphere, and discipline and clean up. Discuss the student's behaviors and reactions to class. Interview should last at least 15 minutes. Have questions ready when you go, and formulate more ideas during class. Note impressions and summarize interview.

### **LESSON PLANS AND MICRO TEACHING**

Everyone will pass in five lesson plans during course on topics discussed in class. Students will teach their classmates one of your lessons.

### **JOURNAL**

Keep a working journal on thoughts and sketches from class work.

**READINGS AND DISCUSSIONS FROM TEXT**

Assignments from “becoming and Art Teacher” by Bates. Have book by second class. Handouts will be distributed. Students are expected to contribute to class discussions from information gleaned from the text.

**FINAL ART PROJECT**

Students need to create a piece of art that will fit in their journal that represents their philosophy of art and a style of art that interests the. A 2 page artist statement and a 2 page art teacher philosophy paper are required.

**COMPARISON PAPER**

This paper compares the theories of three art theorists/educators on children’s art development.

Other assignments might include researching an artist, creating an art game, or meeting at an art museum or gallery. Papers and journal due on last day. You will be asked to discuss your research.

**SYLLABI ISSUES IN TEACHING ART**

Students receive supervision of their student teaching as will as engage in discussions, class lectures and presentations on the following topics.

- I. Introduction of course, students and studio work
- II. The Public School System and the Art Budget
  - a. Cost analysis of curriculum
  - b. Utilizing community resources in curriculum development
- III. An Introduction of Massachusetts and National Standards and Competencies in Art Education
  - a. Review the theories of art development
- IV. Continued Review of Standards and National Standards in Art Education
  - a. Writing lesson plans
- V. Continued Review of Standards and National Standards in Art Education
  - a. Discipline based art education integrated in teaching
  - b. Multidisciplinary art teaching
    1. Integration of drama, movement and music in the curriculum
- VI. Integration Issues in the Art Classroom
- VII. Multiculturalism, replicas or inspiration
- VIII. Museum visits and field trips
  - a. Microteaching
- IX. Realities of Behavior Management
- X. Integrations of Art History in Art Education
  - a. Developing games to teach Art History
- XI. Postmodernism in Art and its Application to Teaching
- XII. Technology in the Art World
- XIII. Daily Routines at School, Classroom, Organization and Safety
  - a. Teaching from a cart
- XIV. Career Planning
  - a. Resumes, portfolios, job interviews
  - b. Visual Art Teacher Test

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## **Roles and Responsibility of Pre-Practicum Site Supervisors**

The role of site supervisor is significant. He/she is the guide and mentor on the student's journey to becoming a professional art educator/art therapist.

There are several roles that the supervising practitioner may be responsible for at some time during his/her relationship with the student:

1. **Teaching:** Share your knowledge and experiences with the student so he/she can learn from your years of experience. Assist the student in "learning the ropes" at the school. Such things as name of school administrators, layout of the facility, general policies and procedures, etc. are second nature to you, but mysteries to the student. As they observe, ask them what they think works and what doesn't work. As they take on more responsibilities, be prepared for them to challenge you and to help them figure out how to manage their responsibilities and assist the students to motivate creativity.
2. **Encouragement:** Becoming a professional educator is a radical shift in identity for most people. Students will question whether they have made the right choice or even whether they have what it takes. These times are filled with self-doubt. It is during these difficult times that the mentor is most important. You can help your student focus on the reasons they have decided to become an educator. Help them reflect on the deeper meaning of being in the field of Art Education. Provide encouragement and try not to feed into the negative energy that can sometimes take over during moments of doubt and in the face of challenge. This can also help you refocus on why you are a teacher.
3. **Assessment and evaluation:** The purpose of the field experiences is to provide students the opportunity to put into practice all they have been studying in their courses. It is also an opportunity for them to develop the skills necessary to succeed as an art teacher. You will be expected to observe your student a minimum of two times during the pre-practicum and a minimum of three times during the practicum and clinical and provide direct feedback to them weekly. Feedback should be related to the development of effective teaching and counseling practices and professionalism. Below is a brief outline of the "tasks" you can expect to participate in as part of ongoing assessment and evaluation of the student:
  - Ongoing informal observations and specific feedback to students.
  - Written observation and feedback a minimum of two times during the practicum and three times during the practicum semester. Utilize the appropriate observation forms provided to you by the student. These provide an overview of the professional standards for teachers in the licensure regulations from the Massachusetts Department of Elementary and Secondary Education. Samples may be found in the final section of this manual.
  - Midterm and final evaluation. Be sure to discuss the contents of the report with the student.
  - A minimum of a half hour of conferencing with student per week. These conferences should be directly related to their duties and responsibilities and their development as an educator or counselor.

- Provide copies of the observation and/or midterm and final evaluation forms to the faculty supervisor each time he/she visits.

If a student demonstrates a pattern of unprofessional behavior such as excessive lateness, unexcused absences, inability to work within the setting, not following policies and procedures, or any behavior that puts the students or staff at risk of physical or emotional harm, the supervising practitioner should notify the faculty supervisor and a conference should be scheduled. Specific issues of concern will be discussed and outlined for the student and a memo outlining the content of the meeting will be sent to the program director. If a second supervisory meeting occurs, the faculty supervisor, program director, the director of educator preparation and the student will meet to determine the appropriate consequences. These consequences may include temporary suspension, a probationary period, or termination of the field experience.

### **Supervising Practitioner (Cooperating Teacher) Checklist Things to Cover with Student Teacher**

[Note: This checklist is designed for full-time practicum experiences some but not all of what is listed below is applicable to pre-practicum experiences.]

- **First Day/Week** – Provide welcoming environment for student teacher (think of how you would like to be treated the 1<sup>st</sup> day on the “job”)
  - Introduce student teacher to principal, other key administrators, support personnel (e.g., guidance counselor, nurse, etc.), other teachers as appropriate.
  - Give tour of the school.
  - Provide a space the ST can call his/her own (even if it is a small desk/table and chair in the corner somewhere).
  - Provide daily/weekly schedule and school calendar.
  - Provide curriculum, content/topics to be taught for upcoming units.
  - Provide other materials and resources.
    - Student Handbook & Faculty Handbook
      - Review any critical policies during first week (e.g., progressive discipline procedures related to classroom management).
      - Discuss photo and videotaping policies, permission needed.
    - Special Procedures – Snow days/delays, medical (e.g., injuries, illnesses), emergencies (e.g., fire, weather related, lockdowns, etc.).
    - Review special needs of any students (IEP related, allergies, etc.).
    - Provide the link to the web site where district-wide, subject and grade level outcomes/benchmarks are posted. Student teachers should cross reference these with statewide curriculum frameworks, learning standards and national standards as appropriate.
    - Inform the ST of the resources you have available that might be helpful for planning lessons, etc.

- **Communication is key**
  - Set aside some time each day (if possible) when you can review plans, answer questions, and/or debrief.
  - Make it clear how/when you want the student teacher (ST) to contact you if he/she has to be absent/late vs. to ask a question about planning. Let your preferences be known (e.g., don't call home/cell with a planning question).
  - Provide them with your cell/home phone numbers, e-mail address, and best times to reach you. Ask them to pass all of this information on to the College Supervisor.
  - Get the student teacher's cell phone number and e-mail address
  
- **Explain your role as supervising practitioner (SP)**
  - Provide support throughout practicum. Serve as a mentor/coach.
  - Provide feedback related to five standards that must be met: Planning, Delivery of Instruction, Class Control, Equity, Professionalism
  - Serve as a resource for planning, problem solving, etc.
  - Assist with time management, assessment of student learning, etc.
  - Help ST identify appropriate evidence for Preservice Performance Assessment (PPA) that meets the various standards and indicators.
  - Complete midterm evaluation in advance of midterm meeting. Finalize ratings and comments on PPA (final evaluation) in collaboration with College Supervisor.
  
- **Make personal expectations clear**
  - Take time to let your student teacher know what is important to you. Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance) and your style (e.g., tend to be laid back, detailed oriented or very critical, etc.)
  
- **Explain your approach to observing teaching and providing specific feedback**
  - For example, you might observe teaching and jot down notes, go over at a specified time, fill out formal Springfield College observation form once a week.
  
- **Lesson Plans, Unit Plans - Review your expectations**
  - All lesson and unit plans must be prepared in advance of teaching and **MUST** be shown to the cooperating teacher in advance by a prearranged deadline.
  - Let the ST know when you would like to see all plans (e.g., a day in advance, first thing in the morning, a week in advance.)
  - **REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
  - They should be reminded to use resources when planning (they should not be planning everything off the top of their head).
  - Remind them to vary their teaching methods/styles and forms of assessments. Must have rubrics when assessing by observing.
  - Help student teachers match lesson objectives to district grade level/content standards/outcomes.

- **Assist student teacher in becoming a reflective teacher**
  - Remind ST to jot down notes/reflect after each lesson taught.
  - Help ST to be able to recognize strengths and weaknesses.
  
- **Class Control and Management**
  - Model good management techniques (e.g. consistent, progressive discipline).
  - Remind ST of basic management criteria. Always maintain a safe environment and one that fosters student learning. Behavior that detracts from the learning environment must not be allowed.
  
- **Calendar with deadlines**
  - At first 3-way meeting, coordinate with college supervisor and student teacher various deadlines. For example there is no specific unit plan deadline on the calendar. Determine when unit plan is due. The unit must be submitted to the cooperating teacher prior to teaching the first lesson. More will be added to the unit plan after teaching all of the lessons and after completing the assessments.
  - Discuss deadlines throughout the experience. Make adjustments as necessary in conversation with College Supervisor and Student Teacher.
  
- **Attendance and professionalism are important**
  - Must notify all (School, Coop Teacher, College Supervisor, Ed Prep Office) anytime s/he misses a day. Remind him/her that it is not enough to leave phone messages. ST shouldn't stop calling until s/he speaks with someone directly.
  - Little things are important. It is vital that the ST demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
  - Encourage ST to take initiative and be involved outside school day.
  
- **If possible, near the end of the pre-practicum, arrange a mock interview for the ST with one of the administrators.**

**SPRINGFIELD COLLEGE**  
**VISUAL AND PERFORMING ARTS DEPARTMENT**

**ART EDUCATION/ART THERAPY UNDERGRADUATE PROGRAM**

*Sample letter to supervising practitioner*

Dear Supervisor:

Thank you so much for agreeing to supervise our student during their pre-practicum and/or practicum experience at your site. As you know, this hands-on experience is both the most fulfilling and most challenging learning experience of our program and we are excited that you will be a part of the exceptional opportunity.

For your information, pre-practicum students are required to complete 80 hours at the site over the course of the semester. This is a total of 14 weeks. Practicum students are required to complete 120-380 hours depending on how many credits they are registered for. Please work out a mutually agreeable schedule to suit both you and the student's needs, making sure to find time to meet with the student weekly to discuss their experiences in depth; it is advisable if this can be done on a consistent basis. You should also discuss any rules, regulations, preferences, expectations and goals you may have for the student; all students are expected to act responsibly and professionally at all times, and to be timely and reliable. Ideally, students should spend the majority of their time involved in assisting and leading art activities, both with groups as well as individuals. In addition, depending on the site, observation and attendance at team meetings, trainings and in-services is also of great value as a learning experience. The student will give you a midterm evaluation for you to return.

At the end of the semester, I will need for you to approve and sign the student's time sheet/hour log as well as complete a written final evaluation. I will be telephoning you twice during the semester (and visiting the site for a minimum of two times when the student is co-leading a class group) so that we can together assess the student's performance and discuss areas for future growth.

You might be interested to know that in addition to the hours of attendance on site, students are required to attend a weekly supervision class submit written and creative work in response to their experience. Students are also required to formally present their experiences from their sites to their classmates; this may require consent from the individual or group with whom they have been working and should always be done with your prior approval and assistance if necessary. Of course, strict confidentiality is insured.

An affiliation agreement is attached; while fulfilling a pre-practicum and/ or practicum, Springfield College assumes all liability for students while on site.

As a small token of our gratitude, Springfield College offers tuition remission vouchers in remuneration for your efforts as a supervisor if the student takes more than two credits. The amount of credits available depends on the credits of the pre-practicum and/or practicum that the student is enrolled in. Should you be interested in this please let me know.

I look forward to working with you throughout this semester as well as the future. Of course, please feel free to contact me at any time should you have any questions or problems. I welcome any suggestions or ideas you might have as well. Best regards and thank you once again for your support of Springfield College Art Education or Art Therapy Department. I can be reached at 413-748-3752 or by email at [Simone\\_Alter\\_Muri@spfldcol.edu](mailto:Simone_Alter_Muri@spfldcol.edu).

Sincerely,

Dr. Simone Alter-Muri AT-BC, LMHC  
Director Art Education Art Therapy

### **Faculty Supervisor Responsibilities**

The Springfield College faculty supervisor serves as a liaison between the college and the school. This individual will serve as a resource person to both the supervising practitioner and the Art Education student. He/she is required to visit the student and supervision teacher a minimum of:

- Three times during pre-practicum

The faculty supervisor is responsible for assigning a grade for the field placement. To monitor student progress he/she will use the following assessment and tools:

1. Weekly student journal.
2. Personal observations, according to the requirements for each field experience.
3. Supervision practitioner observation forms and the Preservice Performance Assessment (PPA).
4. Midterm evaluation reports completed by the student, the supervising practitioner, and the faculty member.
5. Lesson plans, unit plans, case studies and case notes prepared by the student.
6. Feedback received during three-way conferences between the student, the supervising practitioner and the faculty supervisor.

The faculty supervisor will be responsible for completing all forms and returning the forms to the Art Education Director at the end of the term in which the field experience is completed.

The faculty member must submit samples of student work to be kept on file. These may include journal entries, observation notes, recommendations; lesson plans with handouts, unit plans, and examples of pupil art.

## **SECTION III: PRACTICUM**

**SEE *SECONDARY EDUCATION FIELDWORK HANDBOOK***

**FOR COMPLETE DETAILS**

## **SECTION IV:                    PRE-PRACTICUM & PRACTICUM FORMS**

**Springfield College****Visual and Performing Arts Department  
UNDERGRADUATE  
ADVANCED STANDING GUIDELINES**

1. Applications and other forms are available in the chairperson's office. They will be acted upon in the semester in which they are received. The cumulative indexes will be those of the last semester completed.
2. Applications must be received by the announced deadlines as listed below or the file will not be reviewed. Particular dates will be published in *The Student* and posted in the Art Department Office. In general, applications will be reviewed in October, February, and May.
3. Students must receive advanced standing in the semester PREVIOUS to enrolling in their fieldwork, pre practicum, internship, practicum, or student teaching. [**Teacher licensure only: Students must follow the admission to Teacher Preparation Program procedures found in the *Educator Preparation Handbook*.**] If you plan to do your fieldwork, pre-practicum, internship, practicum or student teaching in the spring semester, you must matriculate by the November deadline. If you wish to do your fieldwork, pre- practicum, internship, practicum or student teaching in the fall or summer you must receive advanced standing by the April deadline.
4. Applications are submitted to the administrative assistant in the VAPA department and will be filed in the advisor's office. Check with your advisor before submitting your application.
5. Art therapy students can only be awarded advanced standing at the completion of their pre-practicum experience (ATPY 309).
6. Non-advanced standing Art Therapy and Studio Art (Art Education Program) majors are eligible ONLY for the first pre-practicum experience. They are not eligible for any other pre-practicum or for specific upper level courses until granted advanced admission, which includes passing the MTEL Communication and Literacy Skills test.
7. Students who are not matriculated by their 80<sup>th</sup> semester hour must change their program by completing the appropriate forms in the departmental office. Once the criteria for advanced standing have been met, the student may petition the Appraisal and Retention Committee to return to their original major. The Appraisal and Retention Committee consists of the student's advisor and two faculty members in the Art Department.
8. Students will be notified of their status after review by the Appraisal and Retention Committee. Letters will be sent to each student with copies to the student's advisor and the coordinator of fieldwork, pre-practicum, internship, or practicum. Students in the Art Education Program will have a copy of the letter sent to their education advisor and the Educator Preparation Office.
9. More information is available in the Visual and Performing Arts Department Office.

**SPRINGFIELD COLLEGE/VISUAL AND PERFORMING ARTS DEPARTMENT**  
**UNDERGRADUATE APPLICATION FOR MATRICULATION**

NAME \_\_\_\_\_  
LOCAL ADDRESS \_\_\_\_\_  
MAJOR \_\_\_\_\_ ADVISOR \_\_\_\_\_  
COMPLETED SEMESTER HOURS \_\_\_\_\_

SEMESTER IN WHICH YOU ARE APPLYING TO DO YOUR FIELDWORK, INTERNSHIP,  
PRACTICUM, OR STUDENT TEACHING:

YEAR: \_\_\_\_\_ (CIRCLE ONE): FALL INTERSESSION SPRING SUMMER

TRANSFER STUDENT \_\_\_ YES \_\_\_ NO TOTAL HOURS TRANSFERRED \_\_\_\_\_

DATE OF APPLICATION \_\_\_\_\_ ARE YOU RE-APPLYING \_\_\_\_\_ I AM  
APPLYING FOR (CIRCLE ONE):

FIELDWORK INTERNSHIP PRACTICUM STUDENT TEACHING

FOR A TOTAL OF \_\_\_\_\_ CREDIT HOURS, WHICH REPRESENTS \_\_\_\_\_ CLOCK HOURS OF  
ON-SITE EXPERIENCE.

-----  
Please Note: Course indices differ related to expectations of the profession.

1. Art Therapy Major
  - A. Cumulative general academic index (2.25)
  - B. Cumulative \*professional Art Therapy course index (3.00)
  - C. Cumulative studio course index (3.00)
2. Art Studio Major, Computer Graphics, Art Studio
  - A. Cumulative general academic index (2.25)
  - B. Cumulative professional studio course index (3.00)
3. **Art Education**
  - A. Cumulative general academic index (2.50)
  - B. Cumulative professional course index (2.75)
  - C. Cumulative studio course index (2.50) \_\_\_\_\_ Art Education (Studio cum 3.00)
4. Professional Competency
  - A. Have you received any negative faculty evaluations or concerns?  
\_\_\_ Yes \_\_\_ No
  - B. If the above answer is yes, please state by whom:
  - C. Any negative evaluations in community service? \_\_\_ Yes \_\_\_ No

\*Professional Art Therapy courses consist of core Art Therapy courses, not electives.

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**ART FACULTY USE ONLY**

Matriculation granted: Initials \_\_\_\_\_ Date \_\_\_\_\_  
Matriculation denied: Initials \_\_\_\_\_ Date \_\_\_\_\_  
Reason for denial: \_\_\_\_\_





## **GUIDELINES FOR ART EDUCATION UNIT PLANS**

A unit plan provides a framework for a sequence of individual lesson plans. The basic lesson plan structure remains the same regardless of the content. Every lesson should refer back to the unit goals. Goals should be sequential. Lesson concepts are either identical to or an extension of unit concepts. Unit plans must include the following:

1. UNIT TITLE
2. INTRODUCTION TO UNIT
3. UNIT GOAL
4. GRADE LEVEL
5. RESOURCES
6. NUMBER OF LESSONS IN THE UNIT
7. NUMBER OF TOTAL CLASS PERIODS
8. UNIT DESCRIPTION
9. UNIT OBJECTIVES
10. UNIT ASSESSMENT

## **GUIDELINES FOR ART EDUCATION LESSON PLANS**

Students are required in four classes to become knowledgeable in lesson planning. Lesson plan format may vary slightly depending on the instructor. All lesson plans must include:

1. WARM-UP EXPERIENCES
2. DESCRIPTION OF LESSON
3. GOALS
4. MEASURABLE STUDENTS OUTCOMES SPECIFIC TO THE MASSACHUSETTS  
VISUAL ARTS CURRICULUM FRAMEWORKS
5. RESOURCES, ARTICLES OR INTERNET SITES RELATED TO STUDENT LEARNING
6. MATERIALS
7. OUTLINE OF THE SEQUENCE OF THE LESSONS
8. MODIFICATIONS FOR SPECIAL LEARNERS
9. COOL DOWN OR DISCUSSION
10. EVALUATION OF THE LESSON

## **ART EDUCATION LESSON PLAN FORMAT**

Title:

Age:

Goals: [Goals may not be immediately verifiable they may relate to the “big question” why am I teaching this?]

Relation of lesson to the Massachusetts Art Curriculum Framework:

Objectives: [Objectives are more specific than goals; they describe an activity in observable behavioral terms.]

Concepts: [General Art Ideas presented.]

Supplies/Materials:

Visuals:

Demonstration: [Includes warm-up]

Description of the lesson:

Teaching Procedure:

- a. Motivational Strategies
- b. Instruction and Demonstration procedures
- c. Time segmentation
- d. Supply distribution
- e. Task analysis
- f. Clean up procedures

Closure:

Evaluation:

Assessment:

Reflection:

Extension or Continuation: [What activities would use the knowledge from this lesson to extend and expand on.]

Curriculum Tie-In:

### Pre-Practicum/Practicum Observation Form

Student	Grade	Focus	Observer	Date / /
<b>Code: X = Not Observed    1 = Unsatisfactory    2 = Basic    3 = Proficient</b>				
<b>I. Plans Curriculum &amp; Instruction</b>				
	Detailed lesson plan and activities			
	Learning objectives are clear, measurable and communicated to students			
	Engages in creative ways to begin unit of study or lesson			
<b>II. Delivers Effective Instruction</b>				
	Pre-instructional activity sets the tone of class			
	Knowledge of content is evident			
	Guided questions that stimulate thinking and encourage all students to respond are utilized			
	Instructor activates and builds on student's prior knowledge and experiences			
	Effective explanation of skills/activities			
	Presentation is developmentally appropriate			
	Instructor uses appropriate teaching strategies and techniques			
	Appropriate materials, technology, and resources are utilized			
	Oral and written communication is clear			
<b>III. Manages Classroom Climate &amp; Operation</b>				
	Manages class time efficiently			
	Smooth transitions are evident and the flow of the lesson is maintained			
<b>IV. Student Engagement</b>				
	Students are encouraged to achieve and excel			
	A positive learning environment and varied opportunities for students to learn and achieve are provided			
	Student engagement is matched to objectives			
<b>V. Supervision, Class Control, and Equity</b>				
	Instructor actively monitors instruction			
	Emotional and physical safety issues are addressed			
	Instructor reacts to misbehavior appropriately			
<b>VI. Evaluation</b>				
	Ongoing assessment and feedback on student progress is evident through assigned and checked homework and practice that furthers learning			
	Student progress is measured using formal and informal assessments			
	Attention is paid to significant behavior(s) and learning differences of students			
	Assessment occurs during & after lessons and the lesson is adjusted accordingly			
<b>VII. Closure</b>				
	Efficient collection of equipment and supplies			
	Review of learning outcomes, performance, and social behavior			

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

**Pre-Practicum/Practicum Observation Form – Page Two**

<b>VIII.</b>	<b>Summary</b>
<b>Areas of Strength:</b>	
<b>Areas in need of Improvement:</b>	

The following questions and statements can be used to guide the conversations about the observed lesson and progress toward achieving the Professional Standards for Teachers.

1. How do you find out what students know at the beginning and throughout instruction.? How do you use this information?
2. Other than what has been observed, what ways are students engaged in activities (i.e., reading, listening to peers and teacher, etc.) and opportunities to reflect on the activities? Please provide examples.
3. What opportunities do you provide for the students to express, clarify, justify, and/or represent his/her ideas?
4. How do your lessons allow students to reflect on the lesson activities?
5. What other teaching techniques do you utilize (both direct and less teacher-directed)? Do you find that you use one technique more than another? If so, why? If not, why?
6. What teaching techniques have you found to be ineffective? Explain why.

<b>Summary:</b>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

# SPRINGFIELD COLLEGE

## Optional Observation and Feedback Form

Student's Name	School	Grade Level	Date
Supervising Practitioner		College Supervisor	

<b>STUDENT &amp; TEACHER BEHAVIORS</b>	<b>QUESTIONS, COMMENTS, IDEAS, SUGGESTIONS</b>

Sample Only

**Observer:** \_\_\_\_\_

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner



# The Commonwealth of Massachusetts

## Department of Elementary and Secondary Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000

### GUIDELINES FOR PRESERVICE PERFORMANCE ASSESSMENT

#### EVALUATION QUESTIONS

The following evaluation questions are to be used with the Preservice Performance Assessment Form (PPAF) by the Program Supervisor and Supervising Practitioner.

##### **(a) Plans Curriculum and Instruction**

**1: Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.**

*Evaluation Questions:*

- Does documentation show evidence of activities planned as lessons in sequential units of study? (For example, is the structure of each lesson and unit clear? Is there a focus and logic to each lesson, and are the connections within the lessons and the transitions between lessons appropriate?)
- Are specific standards in the curriculum framework noted with page number and date of publication?
- Is there an explanation of why these content standards and units of study are being taught?

**2: Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.**

*Evaluation Questions:*

- Does documentation note what assessments have been used and how their results guided planning?
- Does the planned pedagogy include a rationale grounded in research and common sense?
- Does the candidate choose teaching strategies that are appropriate for the content, grade level, and range of students being taught?
- Are the learning activities described and do they provide suitable challenges for academically advanced as well as for those whose work is below grade level?
- Is there an explanation of how knowledge of human development and learning guided planning?

**3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.**

*Evaluation Questions:*

- Does documentation describe the reading and other resources being planned and explain which will suitably challenge students at each level: below grade level, learning disabled, English language learners, at grade level, and academically advanced?
- Is there an explanation of the different writing activities selected for these different groups of students?

**4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.**

*Evaluation Questions:*

- Does documentation list skills, concepts, and vocabulary needed for the topic being studied and for the different groups of students in the class?

**5: Plans lessons with clear objectives and relevant measurable outcomes.**

*Evaluation Questions:*

- Does documentation show the objectives for each planned lesson?
- Does it describe the measurable outcomes expected?
- Is there an explanation of how the expected outcomes will be measured?
- Do the homework, learning activities, and assessments reflect the objectives described?
- Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?

**6: Draws on resources from colleagues, families, and the community to enhance learning.**

*Evaluation Question:*

- Are resources identified that may be provided by colleagues, student families, or the community?
- Does the candidate explain how the resources are going to be used and why?

**7: Incorporates appropriate technology and media in lesson planning.**

*Evaluation Questions:*

- Are the technology or media identified that will be used during the unit of study?
- How and why are technology and media used to achieve the objectives of the lesson?
- Are these uses appropriate for the discipline at the intended grade level?

**8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.**

*Evaluation Questions:*

- What information in the IEPs has been used to plan units of study?
- What strategies or materials are to be used to promote the learning of students with disabilities and why they are expected to be effective for these students in this discipline?

**(b) Delivers Effective Instruction**

**1: Communicates high standards and expectations when beginning the lesson:**

**a. Makes learning objectives clear to the student.**

*Evaluation Questions:*

- How are learning objectives communicated to the student?
- Are the transitions from the beginning of the lesson to the body of the lesson smooth, and clear?

**b. Communicates clearly in writing and speaking.**

*Evaluation Questions:*

- Does the candidate communicate clearly in writing and speaking?

**c. Uses engaging ways to begin a new unit of study or lesson.**

*Evaluation Questions:*

- What types of opening activities are used and what are the purposes (i.e., to stimulate prior knowledge, to frame the lesson, or to motivate students)?

**d. Builds on students' prior knowledge and experience.**

*Evaluation Questions:*

- Does the candidate build on students' prior knowledge and experience?

**2: Communicates high standards and expectations when carrying out the lesson:****a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.***Evaluation Questions:*

- Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?
- Are materials provided for practice?
- Are decodable texts used for practicing phonics lessons?
- Are reading materials suitably challenging for students with different learning paces?
- Are provisions made to develop automaticity and fluency?

**b. Employs a variety of content-based and content-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).***Evaluation Questions:*

- Does candidate indicate two or more teaching techniques that address the range of student skills?
- Are the teaching techniques appropriate for the objectives of the lesson and for the different groups of students?

**c. Demonstrates adequate knowledge of and approach to the academic content of lessons.***Evaluation Questions:*

- See license-specific evaluation questions immediately below.

**Visual Arts - License-Specific Evaluation Questions**

1. Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?
2. Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?
3. Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
4. Does the candidate use knowledge of materials effectively when conducting a lesson?
5. Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?
6. Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?

**d. Employs a variety of reading and writing strategies for addressing the learning objectives.***Evaluation Questions:*

- Are reading and writing activities included in the body of the lesson and /or in the homework?
- Are students asked to describe, explain and justify their ideas?

**e. Uses questioning to stimulate thinking and encourages all students to respond.***Evaluation Questions:*

- Does the candidate use probing questions to help students understand concepts?
- Does the candidate address questions to all students to encourage participation?

**f. Uses instructional technology appropriately.***Evaluation Questions:*

- *Is the candidate knowledgeable in the use of technology?*
- *Is there a smooth transition to and from technology use?*
- *Do all students have access to the technology and are they given sufficient instruction in its use?*
- *Is technology used as a tool to develop and reinforce knowledge and skills?*

**g. Employs appropriate sheltered English or subject matter strategies for English language learners.**

*Evaluation Questions:*

- *Do lesson plans include language objectives based on the Massachusetts English language arts standards and where appropriate, the English language proficiency benchmarks?*
- *Does the candidate adapt and explain grade level content material to make them comprehensible?*
- *Does the candidate emphasize content vocabulary and give students regular practice in applying content and English language knowledge?*
- *Does the candidate's speech model proper English usage when working with English language learners?*

**3: Communicates high standards and expectations when extending and completing the lesson:**

**a. Assigns homework or practice that furthers student learning and checks it.**

*Evaluation Questions:*

- *Does the candidate provide evidence of differential homework assignments or practice that further the learning of students who are academically advanced as well as students whose work is at or below grade level?*
- *Are several examples of assignments included and a rationale provided for them?*
- *Are classroom sets of examples of student homework provided?*
- *How is student homework evaluated?*

**b. Provides regular and frequent feedback to students on their progress.**

*Evaluation Questions:*

- *Does the candidate aptly summarize what students have been expected to learn at the end of the lesson (or ask students to do so)?*

**c. Provides many and varied opportunities for students to achieve competence.**

*Evaluation Questions:*

- *Does the candidate guide students to an adequate or useful conclusion to the lesson?*
- *Does the candidate provide examples of how student work is evaluated and how that evaluation is communicated to students?*

**4: Communicates high standards and expectations when evaluating student learning.**

**a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.**

*Evaluation Questions:*

- *Has the candidate provided examples of tests written by her/him?*
- *Are formal tests provided by the district identified?*
- *Are examples of student response papers for teacher tests provided?*
- *Have alternate forms of assessment (portfolios, projects, etc.) been used and copies provided?*

**b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.**

*Evaluation Questions:*

- *Are report cards or grades given for student learning provided?*

**(c) Manages Classroom Climate Operation****1: Creates an environment that is conducive to learning.***Evaluation Questions:*

- *How has candidate created an environment that is conducive to learning? (For example, does the candidate establish a positive atmosphere where students are encouraged to participate? Does the candidate have good rapport with the students? Is the candidate patient with students?)*

**2: Creates a physical environment appropriate to range of learning activities.***Evaluation Questions:*

- *Has the candidate created a physical environment appropriate to the range of learning activities?*

**3: Maintains appropriate standards of behavior, mutual respect, and safety.***Evaluation Questions:*

- *Has the candidate maintained appropriate standards of behavior, mutual respect, and safety? (For example, does the candidate communicate rules and procedures for classroom behavior to the students? Is the candidate alert to student behavior at all times? Does the candidate stop inappropriate behavior promptly and consistently? Does the candidate treat the students with respect and is that respect returned?)*

**4: Manages classroom routines and procedures without loss of significant instructional time.***Evaluation Questions:*

- *Does the candidate manage classroom routines and procedures without loss of significant instructional time? (For example, does the candidate use appropriate time periods for checking homework, for the body of the lesson, etc.? Are the materials needed for activities ready for distribution and is the candidate organized in transitioning between activities?)*

**\*\*5: Avoids stereotyping and uses effective strategies to deal with inappropriate remarks made by others.***Evaluation Questions:*

- *Does the candidate completely avoid stereotyping when grouping students, asking them to do specific tasks, giving examples, etc.?*
- *Does the candidate intervene immediately when s/he hears inappropriate remarks made by others?*

**(d) Promotes Equity****1: Encourages all students to believe that effort is a key to achievement.***Evaluation Questions:*

- *Does the candidate pay as much attention to students who are academically advanced as to those whose work is at or below grade level?*

**2: Works to promote achievement by all students without exception.***Evaluation Questions:*

- *Does the candidate provide opportunities for students to receive extra help outside of classtime?*
- *Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?*

**3: Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.***Evaluation Questions:*

- *Does student work reflect adjustments made? For example, what did the candidate do for students who may require additional foundational knowledge or skills; or for students who have advanced knowledge or skills?*

**4: Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions and to see themselves as members of a local, state, national, and international civic community.**

*Evaluation Questions:*

- *Has the candidate explained what adjustments have been made for these purposes, and why?*
- *Does the candidate address all students as unique individuals and as Americans or potential Americans?*
- *Does the candidate avoid identifying students as “representatives” of particular racial, ethnic, or gender groups?*
- *Does the candidate help students to see themselves and each other as American citizens? Does candidate give special writing assignments, lessons on national symbols, songs, phrases, and Pledge of Allegiance, or special civics lessons?*

**\*\*5: Deals equitably and responsibly with all learners that creates a larger community no matter what their race, ethnicity, level of English language proficiency, gender, sexual orientation, religion, socioeconomic class, ability or needs.**

*Evaluation Questions:*

- *Has the candidate identified the differences among the students (e.g., race, religion, socioeconomic class)?*
- *Does the candidate make adjustments to lessons based on knowledge about different learners?*
- *Does the candidate demonstrate cultural competence? For example, does the candidate use examples that are inclusive?*

\*\*These items do not appear on the MA Preservice Performance Assessment (PPA). They have been added by Springfield College to further assess the candidates' competence in these areas.

**(e) Meets Professional Responsibilities**

**1: Understands his or her legal and moral responsibilities.**

*Evaluation Questions:*

- *Does the candidate behave in a professional manner (including punctuality, confidentiality, and carrying out all job-related responsibilities)?*

**2: Conveys knowledge of and enthusiasm for his/her academic discipline to students.**

*Evaluation Questions:*

- *Is the candidate enthusiastic about his/her academic discipline during interactions with students?*

**3: Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.**

*Evaluation Questions:*

- *Does the candidate take advantage of professional development opportunities provided by the school during his/her teaching there?*

**4: Collaborates with colleagues to improve instruction, assessment, and student achievement.**

*Evaluation Questions:*

- *Does the candidate confer with his/her cooperating practitioner and other colleagues (including other student teachers) about improving his/her practice?*

**5: Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.**

*Evaluation Questions:*

- *Does the candidate participate in conferences with parents (under the guidance of the cooperating practitioner) when appropriate?*

**6: Reflects critically upon his or her teaching experience identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.**

*Evaluation Questions:*

- *Does the candidate provide evidence (e.g., a journal) of reflecting upon his/her practice?*

**7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.**

*Evaluation Questions:*

- *Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?*



## Springfield College Midterm Evaluation Form - Page 2

Student: \_\_\_\_\_ SAMPLE \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_**STANDARD C: MANAGES CLASSROOM CLIMATE AND OPERATION.****Strengths (Evidence is clear)** Indicators 1, 2, 3*Through observation and lesson plans it is clear that an environment conducive to learning is created everyday and that the physical environment works well with the selection of learning activities planned each day.**Journal entries provide evidence that the candidate is constantly thinking about how to deal with the plethora of situations that occur in class. Rule and routines have been clearly established and are posted on the wall.***Areas in need of improvement (Lack of evidence)** Indicator 4, 5*It is clear that the candidate needs to work on managing the class without losing instructional time. Too much time is spent discussing problem behavior and disciplining each class. Lessons need to be planned to minimize loss of active learning time. Evidence needed to show candidate intervenes promptly to inappropriate remarks.***Overall Rating of this Standard:** \_\_\_\_\_ 2 \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard**STANDARD D: PROMOTES EQUITY****Strengths (Evidence is clear)** Indicators 1*Through observations and journaling there is evidence that the candidate pays attention to all students and works hard to meet the needs of everyone in class.***Areas in need of improvement (Lack of evidence)** Indicators 2, 3, 4, 5*There is a lack of evidence showing the ability to gear lessons to meet the needs of the diverse students found in the classes. It is not clear that the candidate is aware of differences and is able to connect with students with disabilities and those from cultural backgrounds different from own. This is clearly an area that needs improvement.**No basis for assessing indicator # 4 at this time.***Overall Rating of this Standard:** \_\_\_\_\_ 1 \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard**STANDARD E: MEETS PROFESSIONAL RESPONSIBILITIES****Strengths (Evidence is clear)** Indicators 1, 2, 3, 5*Professionalism is clearly a strength. Through observations and journaling it is clear that the candidate understands legal and moral responsibilities. Enthusiasm for teaching is clear and the students know it, they respond very favorably.**Has taken advantage of professional development opportunities in the school and participated in parent/teacher conferences – see detail in time record.***Areas in need of improvement (Lack of evidence)** Indicator 4, 6, 7*Candidate needs to show more evidence of collaboration with colleagues.**Journals are do not provide much evidence of critical self-reflection. Look at reflection questions in fieldwork handbook to try to enrich journal entries and provide more evidence that you truly are a reflective teacher. Internet not used – so not evidence of indicator # 7.***Overall Rating of this Standard:** \_\_\_\_\_ 1-2 \_\_\_\_\_ 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard**Recommended Midterm Grade:** B

Signature of Individual Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_



**Springfield College**  
**Educator Preparation & Licensure Office**  
**Practicum/Practicum Equivalent**  
**Intervention Warning**

You are currently not making satisfactory progress in meeting your practicum requirements and standards. Students who fail to meet practicum requirements are at risk of failing and will not be recommended for licensure.

Date \_\_\_\_\_

Student \_\_\_\_\_ Program/Grade Level \_\_\_\_\_

Supervising Practitioner \_\_\_\_\_ College Supervisor \_\_\_\_\_

School \_\_\_\_\_ City/State \_\_\_\_\_

Area Needing Improvement (cite specific standards) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps to be taken to make satisfactory progress \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

College Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Date met with Director of Educator Preparation & Licensure \_\_\_\_\_

Director's Signature \_\_\_\_\_

I understand that if the above stated requirements are not met to the satisfaction of the college supervisor and the supervising practitioner upon the completion of the practicum, I will not be recommended for licensure.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Performance Assessment Rubric

**NOTE:** This rubric was developed by L. Ranstrom (Eastern Nazarene College) using Charlotte Danielson's text: *Enhancing professional practice a framework for teaching*. (1996) Alexandria, VA: ASCD and a series of rubrics from Ball State University in Indiana. Edited by L. Davis-Delano & M. Allen (Springfield College), and practitioners from Milton Bradley Elementary School (Springfield Public Schools).

**To be used with the Springfield College Observation and Evaluation Forms and the MA Preservice Performance Assessment (PPA).**

### a. Plans Curriculum and Instruction

Element	Does Not Meet the Standard 1	Meets the Standard 2	Exceeds the Standard 3
1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons and learning activities that make learning cumulative and advance students' level of content knowledge.	Limited if any knowledge of curriculum frameworks for planning activities. Standards that will advance the level of content knowledge of students are not used; Displays little knowledge of students' skills, concepts, vocabulary and knowledge and does not indicate that such knowledge is valuable; Unable to assess the reading/writing levels of students for use in planning. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. No consideration is given to curriculum frameworks in planning.	Has a basic understanding of the content of the curriculum frameworks and is able to design learning experiences that extend the learning of some students; Recognizes the value of understanding students' skills, concepts, vocabulary and knowledge but integrates this knowledge in planning for the class only as a whole; Able to identify reading/writing strengths/weaknesses of students and use the data for designing learning experiences for the whole class. The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable. Use of curriculum frameworks and standards in lesson planning is evident.	Has a thorough understanding of the curriculum frameworks; lesson activities are designed around standards that extend learning for a wide variety of individual students; knowledge evident of individual student's skills, concepts, and vocabulary; Demonstrates knowledge in plans for individuals and groups of students; Able to identify reading/writing strengths/weaknesses of students and use the data for designing learning experiences for groups of students. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Evidence shows that curriculum frameworks and standards are always utilized in designing activities for students.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning objectives appropriate to the specific discipline, age, level of English language proficiency (ELL), and range of cognitive levels being taught.	Goals are not appropriate for many students in the class; Learning activities are not based on student needs; Assessment results affect lesson planning only minimally; minimal or no knowledge of developmental or cultural characteristics and differences is evident in lesson planning.	Goals are established with attention to diverse needs of students; The learning activities are based on student needs; Uses assessment results to plan for the class as a whole; most lesson plans show evidence of appropriate activities and assignments based on obvious developmental, cultural and other student needs.	A range of goals are established that clearly recognize the diverse range of students; A variety of learning activities are planned based on the wide variety of individual student needs; Uses assessment results to plan for individuals and groups of students; lesson plans developed consistently show evidence of appropriate assignments and activities based on subtle developmental, cultural and other student needs.

3. Identifies appropriate reading materials, other resources and writing activities for promoting further learning by the full range of students within the classroom.	Unable to identify appropriate reading materials or other resources and writing activities.	Identifies appropriate reading materials, other resources and writing activities to further learning by some individuals.	Identifies appropriate reading materials, other resources and writing activities to further learning for the full range of students within the classroom.
4. Identifies prerequisite skills, concepts and vocabulary needed for the learning activities.	Unable to identify prerequisite skills, concepts and vocabulary needed.	Identifies prerequisite skills, concepts and vocabulary needed for most learning activities.	Identifies prerequisite skills, concepts and vocabulary needed for all learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.	Objectives are unclear and outcomes are vague and not measurable.	Objectives are clear for the class as a whole; outcomes for the class are relevant and measurable.	Objectives are clear for individuals as well as the class as a whole; outcomes for individuals are relevant and measurable.
6. Draws on resources from colleagues, families and the community to enhance learning.	Unaware of resources available through colleagues, the school, district, family, or university, etc.	Displays awareness of some resources available through colleagues, the school, district, family, or university, etc.	Aware of a significant number of resources available through colleagues, the school, district, family, or university, etc.
7. Incorporates appropriate technology and media in lesson planning.	Not able to incorporate the use of technology and media in lesson planning.	Incorporates the use of technology and other media in a few lesson plans.	Extensively incorporates the use of technology and media in lesson planning.
8. Uses information in IEP's to plan strategies for integrating students with disabilities into general education classrooms.	All students receive same delivery of instruction and assignments regardless of differences; no information from the IEP is used in planning instruction; no attempts to incorporate students with special needs into the regular classroom.	Aware of the need for adaptations in assignments, time allowed, response modes, etc and occasionally makes accommodations for different learners; some use of IEP is evident; minimal attempts made to integrate students with special needs into the regular classroom.	Lesson plans take into account the needs of various learners. Appropriate adaptations using IEP's are a routine part of planning and delivery; regular attempts are made to integrate students with special needs into the regular classroom.
<b>Overall rating</b>	Fails to meet 21% or more of the indicators (2 or more).	Meets or exceeds 80% of the indicators (7 or more).	Meets 100% of the indicators. Exceeds greater than 50% (5 or more).

### b. Delivers Effective Instruction

<b>Element</b>	<b>Does Not Meet the Standard 1</b>	<b>Meets the Standard 2</b>	<b>Exceeds the Standard 3</b>
1. Communicates high standards and expectations when beginning the lesson.			
a. Makes learning objectives clear to students.	Objectives are typically not made clear to the students.	Objectives are made clear to the students, but not always on a timely basis or in a systematic way.	Objectives are made clear to the students and are presented in a systematic and timely way.

b. Communicates clearly in writing and speaking.	Communication skills are inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Communication skills are audible, and written language is legible. Both are used correctly. Vocabulary is correct and usually appropriate to students' ages or backgrounds.	Speech and written language is clear and correct. Vocabulary is extensive and appropriate to students' ages and interests.
c. Uses engaging ways to begin a new unit of study or lesson.	Lessons/units of candidate are not engaging; no clear sense of direction is given in opening lessons leaving students confused.	Introduces lessons/units in a clear manner but with little excitement; engagement of students at the beginning is minimal.	Introduces new lessons/units in an engaging manner; clear directions are given with students having a sense of direction for the lessons/units.
d. Builds on students' prior knowledge and experience.	Displays little understanding of prerequisite knowledge and experiences important for student learning of the content and/or knowledge is inaccurate.	Demonstrates awareness of most prerequisite knowledge and prior learning and experiences; Use of such information to build on prior knowledge and experience may be limited and/or not complete.	Consistently builds on students' prior knowledge and experience. Plans and practices reflect a thorough understanding of the relationship of prior knowledge and experiences to concepts and topics being taught.
2. Communicates high standards and expectations when carrying out the lesson.			
a. Uses balanced approach to teaching skills and concepts of elementary reading and writing.	Instruction is rigid, institutional like; unaware of student interests; overall lack of strategies and on-going assessment; overly dependent on reading textbook.	Begins to incorporate high interest materials, trade books and interactive reading/writing lessons; shifts from monocultural views to multicultural literacy views; Aware of current research.	Teaching reflects a variety of literacy components; evidence of a language rich environment, carefully selected materials, independent reading/writing. Uses a balanced approach to teaching reading and writing.
b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).	Displays little or no understanding of current effective practices in teaching; relies mostly on direct instruction/lecture method and gives assignments.	Uses effective teaching practices; Varies teaching methods; but is not always successful – method used does not always match type of content being delivered; written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time; students are actively engaged at least one-half of the lesson.	Anticipates student misconceptions; Multitude of instructional strategies and methods are effectively incorporated in each lesson based on subject matter and needs of students; Teaching reflects current research of best practices within the discipline.
c. Demonstrates an adequate knowledge of and approach to the academic content of lessons (See license-specific questions in Guidelines and license-specific indicators on the content specific PPAs.)	Displays little understanding of pedagogical issues involved in student learning of the content. Lack of evidence of adequate subject matter knowledge. (Fails to meet 21% or more of the license-specific indicators.)	Displays appropriate pedagogical strategies for content being taught. Content knowledge is adequate; Some gaps in knowledge are evident; nothing major missing. (Meets or exceeds 80% or more of the license-specific indicators.)	Demonstrates depth and breadth of content knowledge and uses appropriate teaching methods based on the content being taught. (Meets or exceeds 100% of the license-specific indicators. Exceeds more than 50%.)

d. Employs a variety of reading and writing strategies for addressing learning objectives.	Lacks fundamental knowledge of reading/writing strategies and/or fails to incorporate in lessons.	Has awareness of appropriate reading/writing strategies; incorporates at least two different strategies for addressing learning objectives into lesson.	Employs a wide variety of teaching and writing strategies for addressing learning objectives. Possess a clear, thorough understanding of a these strategies and clear evidence of use in teacher planning and delivery.
e. Uses questioning to stimulate thinking and encourages all students to respond.	Questions are virtually all of poor quality; interaction style between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Questions are a combination of low and high quality. Only some invite a response; makes some attempt to engage students in a true discussion with uneven results.	Most questions are of high quality. Adequate time is available for students to respond; Classroom interaction represents true discussion with teacher stepping to the side when appropriate.
f. Uses instructional technology appropriately.	Not able to incorporate the use of instructional technology in delivery of lessons.	Incorporates the use of some instructional technology in delivery of lessons.	Extensively and effectively incorporates instructional technology in delivery of lessons.
g. Employs appropriate sheltered English or subject matter strategies for English language learners.	Unfamiliar with different strategies for instructing English language learners. Does not use any ELL teaching strategies.	Familiar with different strategies for instructing English language learners. Uses this knowledge in a limited way to teach English language learners.	Displays solid knowledge of different strategies for instructing English language learners. Effectively employs appropriate sheltered English or subject matter strategies.
3. Communicates high standards and expectations when extending and completing the lesson.			
a. Assign homework or practice that furthers student learning and checks it.	Assigns limited homework that does not reinforce learned material and/or is not returned back to students promptly	Assigns homework that minimally furthers student learning and/or materials are returned sporadically with limited feedback.	Assigns homework that clearly furthers student learning and is checked and returned with appropriate feedback in a timely manner.
b. Provides regular and frequent feedback to students on their progress.	Feedback is not provided in a timely manner, is of poor quality or totally missing.	Feedback is provided but in an inconsistent manner and quality.	Feedback is given in a consistent timely manner and of high quality.
c. Provides many and varied opportunities for students to achieve competence.	Unfamiliar with the different approaches to learning that help students who exhibit different learning styles and intelligences; Does not provide varied opportunities for students to achieve competence.	General understanding of the different approaches to learning that help students who exhibit different learning styles, etc; Uses this information, in a limited way to design varied learning opportunities for students to achieve competence.	Displays solid understanding of the different approaches to learning that help students who exhibit different learning styles, etc.; Is able to apply this knowledge to designing varied learning opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning.			

a. Accurately measures student achievement of, and progress towards, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.	Unaware of, or doesn't use a variety of assessment techniques to measure student achievement of and progress towards the learning objectives; results of assessment rarely, if ever, used to plan further instruction.	Evidence of some formal and information assessment techniques; Uses a limited number of techniques to measure student achievement; Results of assessments used to plan for the further instruction of the class as a whole.	Aware of a wide variety of formal and informal assessment techniques and uses them to measure student achievement; Results of assessments extensively used to plan for the further instruction of individuals and groups of students.
b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.	Assessment data of student is not provided; Records for recording and monitoring assessment data are in disarray, or not up to date resulting in errors and confusion; Provides minimal information to students and parents and does not respond or responds insensitively to parent concerns about students.	Assessment data available; Records are complete and well maintained; Accurately conveys level of achievement to students; Adheres to the school's required procedures for communicating to parents. Responses to parent concerns are appropriate.	System for recording and monitoring assessment data is fully effective; Effectively communicates level of student achievement to students, parents and school personnel on a regular basis; Responds to parent concern with great sensitivity.
<b>Overall rating</b>	Fails to meet 21% or more of the indicators (3 or more).	Meets or exceeds 80% of the indicators (14 or more).	Meets 100% of the indicators. Exceeds greater than 50% (9 or more).

### c. Manages Classroom Climate and Operation

Element	Does Not Meet the Standard 1	Meets the Standard 2	Exceeds the Standard 3
1. Creates an environment that is conducive to learning.	Rapport with students average to poor; loses patience easily; has difficulty staying positive with students; environment more negative than affirming.	Rapport with students is average to good; patient most of the time; is positive with the students most of the time; environment generally positive and affirming.	Rapport with students very good; almost never loses patience; is positive with the students the majority of the time; environment positive and affirming.
2. Creates a physical environment appropriate to a range of learning activities.	Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to students.	Classroom is safe and suitable for lessons; physical resources/space are used effectively; essential learning is accessible to all students.	Classroom is safe and well suited to specific lessons; use of physical resources/space is creative, efficient and effective; learning is equally accessible to all students.
3. Maintains appropriate standards of behavior, mutual respect, and safety.	Student behavior is not monitored; unaware of what students are doing; there are some safety issues; interactions with students are negative, demeaning, or sarcastic; students exhibit disrespect for teacher.	Generally aware of all student behavior; maintains safe environment; interactions with students are appropriate; but reflect occasional inconsistencies, favoritism, or disregard for students' cultures; students exhibit respect for teacher.	Alert to student behavior at all times; maintains safe, affirming environment; interactions with students are generally friendly and demonstrate warmth, caring and respect; students connect to and exhibit respect for the teacher.
4. Manages classroom routines and procedures without loss of significant instructional time.	Much time is lost during transitions; materials, supplies and equipment are handled inefficiently resulting in loss of instructional time.	Transitions are good, minimal instructional time lost; routines, procedures for handling materials, supplies and equipment have been thought out and function moderately well.	Transitions occur smoothly with virtually no instructional time lost; Routines, procedures for handling materials, supplies and equipment well thought out and occur smoothly.

**5. Avoids stereotyping and uses effective strategies to deal with inappropriate remarks made by others.	Ignores or is not aware of the problem; there is no intervention when a student makes an inappropriate comment; prejudices certain students; little attention to diversity.	Stops comments that others are making if disrespectful; Uses inclusive language; is aware of the problem of stereotyping; intervenes by informing students of the inappropriateness of their comments.	Stops comments that others are making if disrespectful; Always uses inclusive language; purposefully teaches respect for the cultures of communities in the classroom; uses intervention skills to identify the problem and seek solutions.
<b>Overall rating</b>	Fails to meet 21% or more of the indicators (2 or more).	Meets or exceeds 80% of the indicators (4 or more).	Meets 100% of the indicators. Exceeds greater than 50% (3 or more).

#### d. Promotes Equity

<b>Element</b>	<b>Does Not Meet the Standard 1</b>	<b>Meets the Standard 2</b>	<b>Exceeds the Standard 3</b>
1. Encourages all students to believe that effort is a key to achievement.	Little to no recognition of differences in ability and motivational level; very limited to no expectations for some students; some students are ignored (i.e., invisible).	Recognizes differences in ability and motivational level; encourages and pays attention to all students whether at or below grade level or academically advanced.	Keenly aware of differences in ability and motivational level of students; especially skilled at supporting all students, those who are at or below grade level as well as those who are academically advanced.
2. Works to promote achievement by all students without exception.	All students receive the same delivery of instruction and assignments regardless of differences (seemingly ignores differing needs).	Demonstrates awareness of the need to provide more challenging or less challenging work to students based on ability; adaptations made as appropriate to help all students achieve.	Lesson plans clearly take into account the needs of various learners with appropriate adaptations being a routine part of planning and delivery so all students can achieve.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.	Little attention is given to multiple perspectives. Content is presented without discussion of its relationship to real experience, other disciplines or cultural norms. Individual differences are ignored; adjustments rarely made based on student differences.	Demonstrates an awareness of multiple perspectives and provides opportunities for discussions about cultural differences, etc; some instructional adjustments are made.	Keen awareness to multiple perspectives and differences; all differences are respected; routinely provides opportunities to discuss differences when appropriate; modifies goals for the diverse range of students and their needs; instructional adjustments routinely made.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.	Little attention to given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for students in the classroom.	Some attention is given to helping students understand American culture, its founding principles, values and ideals; attempts are made at team building to develop community in the classroom, students demonstrate basic understanding of being members of a local, state, and national civic community.	Regularly and effectively helps all students understand American culture, its founding principles, values and ideals; skilled at fostering teamwork and building community of learners; students see themselves as members of a local, state, and national civic community.

**5. Deals equitably and responsibly with all learners that creates a larger community no matter what their race, ethnicity, level of English language proficiency, gender, sexual orientation, religion, socioeconomic class, ability or needs.	Teaching journal entries or behaviors show an obvious lack of understanding or sensitivity; there is no intervention when a student makes an inappropriate comment.	Uses inclusive language; is aware of multiculturalism and diversity in teaching; informs students of the inappropriateness of their comments, some evidence of teaching diversity in classroom environment.	Always uses inclusive language; purposefully designs activities with respect for the cultures of communities in the classroom; quick to intervene when a student makes an inappropriate comment; creates a community of learners who embrace a wide variety of cultures.
<b>Overall rating</b>	Fails to meet 21% or more of the indicators (2 or more).	Meets or exceeds 80% of the indicators (4 or more).	Meets 100% of the indicators. Exceeds greater than 50% (3 or more).

### e. Meets Professional Responsibilities

Element	Does Not Meet the Standard 1	Meets the Standard 2	Exceeds the Standard 3
1. Understands his/her legal and moral responsibilities.	Does not behave in a professional manner when carrying out job-related responsibilities, and/or is lacking in one or more of the following: punctuality, being responsible and dependable, good communication skills, maintaining confidentiality.	Behaves in a professional manner when carrying out job-related responsibilities; is punctual, dependable, maintains confidentiality and has good communication skills.	Is the consummate professional. Always behaves in an extremely professional manner when carrying out job-related responsibilities; goes above and beyond and is extremely punctual, dependable, maintains confidentiality and has good communication skills.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.	Shows little if any enthusiasm for his/her academic discipline when teaching lessons interacting with students.	Displays enthusiasm for the academic discipline when teaching lessons and interacting with students.	Extremely enthusiastic about academic discipline when teaching and interacting with students.
3. Maintains interest in current theory, research and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.	Engages in no professional development activities to enhance knowledge or skill (no thirst for knowledge about academic discipline).	Demonstrates a desire to learn more about academic discipline. Reads professional journals and participates in professional development activities when the opportunity arises.	Actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Regularly reads professional journals. Clearly has a thirst for more knowledge and is constantly looking for ways to improve teaching.
4. Collaborates with colleagues to improve instruction, assessment and student achievement.	Relationships with colleagues are negative or self-serving; Does not look to colleagues or others for suggestions.	Maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Collaborates with some colleagues to improve teaching effectiveness.	Excellent relationships established with colleagues. Effectively collaborates with a multitude of colleagues to improve instruction, assessment and student achievement.

5. Works actively to involve parent in their child's academic activities and performance, and communicates clearly with them.	Provides minimal academic information to parents, does not seem to welcome parent involvement. Is not responsive to parent requests for information and is insensitive to parent concerns about students.	Communicates clearly with parents. Looks for ways to involve parents. Is responsive to parent requests for information and sensitive to parent concerns. Participates in open houses and conferences with parents.	Communicates with parents on a regular basis (e.g. weekly newsletter). Regularly designs learning activities that involve parents. Responds quickly to parent requests for information and parent concerns are handled with great sensitivity.
6. Reflects critically upon his/her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.	Does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson. Perceptions are often inaccurate; reflection skills clearly lacking, not able to identify areas needing improvement. Often defensive when given suggestions by supervisors on how a lesson can be improved.	Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Reflections skills are good, able to identify areas needing improvement. Receptive to suggestions for improvement and growth.	Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Excellent reflection skills, consistently able to accurately identify areas needing improvement. Very receptive to feedback and suggestions from supervisors. Make adjustments to future lessons based on these suggestions.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	Fails to communicate appropriate use of Internet to students whenever class activities include Internet use. Fails to cite resources used on lesson plans.	Communicates appropriate use of Internet to students whenever class activities include Internet use. Always cites resources used on lesson plans.	Communicates appropriate use of Internet and other resources to students whether or not class activities include Internet use. Cites all resources on lesson plans and provides examples during class activities of responsible and acceptable use of Internet and other resources.
<b>Overall rating</b>	Fails to meet 21% or more of the indicators (2 or more).	Meets or exceeds 80% of the indicators (6 or more).	Meets 100% of the indicators. Exceeds greater than 50% (4 or more).

\*\*These items do not appear on the MA Preservice Performance Assessment. They have been added by Springfield College to further assess the candidate's competence in these areas.

**Preservice Performance Assessment for Teacher Candidates Only – Art Teacher Sample**

Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described; evaluation questions relating to the standards A-E and license-specific questions per standard B2c below are listed in the guidelines.

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence – Be Specific
3 1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i>	1. Focus on Art Elements – Art element LP 1 1. Focus on Principles of Design – Movie poster LP 2 1. “ST plans lessons that are well organized and correlate to the state standards and curriculum.” SP midterm evaluation 3/14/08 1. “Effective plan with standards noted.” CS eval 2/7/08
2 2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.	2. Formal assessment – Popcorn LP 1 2. Formal assessment – Movie poster LP 2 2. “The goals of her lessons are clear and she uses various modes of assessments (including self assessments).” SP midterm evaluation 3/14/08 2. “Questions students individually as she moves around the room.” CS evaluation 2/7/08
2 3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.	3. Written part of watercolor color wheel – Watercolor color wheel LP 2 3. Reading assignments in Art Talk text book – Art Element LP 1 3. Renaissance Quiz reading/writing lesson
3 4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.	4. Watercolor wheel needed prerequisite skills of color theory – Watercolor wheel LP 2 4. Cubes and Rectangular Prisms lesson draws from perspective Renaissance Quiz – Cubes LP 1 5. “Thoughtful lesson planning.” SP eval 3/7/08 5. “Plan is specific and contains objectives.” CS evaluation 4/5/08
3 5. Plans lessons with clear objectives and relevant measurable outcomes.	5. “The goals of her lessons are clear...” SP midterm evaluation 3/14/08
2 6. Draws on resources from colleagues, families, and the community to enhance learning.	6. Reaching out to community via donating artwork to nursing homes – Nursing Home Card LP 2 6. Collaboration with English Teacher, journal 3/6/08
3 7. Incorporates appropriate technology and media in lesson planning.	6. Shared materials with other art teachers, journal 3/12/08 7. Showing art movies during IB classes, journal 3/7/08
3 8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	8. Used IEP to complete case study, Case Study (Other) 8. “Works well w/individual students on issues such as problems with comprehension and learning issues (IEPs).” SP evaluation 3/7/08 8. “She reviews IEPs in regard to behavior/learning issues.” SP evaluation 3/14/08

<b>Rating:</b> <b>3</b>	<b>Explanation of Rating for Standard A - Plans Curriculum and Instruction</b> The candidate is prepared, organized and excels in planning! ST brings additional materials to augment her teaching.
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ SAMPLE \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Standard B – Delivers Effective Instruction</b>	
<b>Indicators</b>	<b>Evidence – Be Specific</b>
<p>1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <p>2 a) Makes learning objectives clear to students. 2 b) Communicates clearly in writing and speaking. 2 c) Uses engaging ways to begin a new unit of study or lesson. 2 d) Builds on students' prior knowledge and experience.</p> <p>2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>2 a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. 1 b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). 2 c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. <b>Visual Arts license specific content:</b></p> <p>1) Demonstrates an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson. 2) Demonstrates an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two- or three-dimensional design during the lesson. 3) Refers to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson. 4) Uses knowledge of materials effectively when conducting a lesson. 5) Demonstrates knowledge of safety in the use of materials and tools when conducting a lesson. 6) Demonstrates knowledge of critical responses to this visual arts form when conducting a lesson.</p> <p>2 d) Employs a variety of reading and writing strategies for addressing learning objectives. 2 e) Uses questioning to stimulate thinking and encourages all students to respond. 1 f) Uses instructional technology appropriately. 2 g) Employs appropriate sheltered English or subject matter strategies for English language learners.</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson</u>.</p> <p>2 a) Assigns homework or practice that furthers student learning and checks it. 2 b) Provides regular and frequent feedback to students on their progress. 2 c) Provides many and varied opportunities for students to achieve competence.</p>	<p>1a&amp;b. Gives handouts to students, all lessons 1a. "Clear objectives." CS evaluation 3/7/08 1a. "The goals of her lessons are clear. ." CS midterm evaluation 3/14/08 1b. Detailed writing on white board for every lesson – pictures 1b. "ST uses multiple methods to communicate... such as handouts, written explanations on white board, verbal presentations and examples of own/others work." SP midterm evaluation 3/14/08 1c. "Shading demonstration modeled" CS eval 2/7/08 1c. "Students engaged and focused" CS eval 2/7/08 1d. Students use skills from texture lesson to landscape lesson in watercolor – Watercolor LP 2 Students use skills from geometric form drawing to create bottle drawing (lesson after geometric forms) – LP 1 for geometric forms &amp; bottle drawings 2a. Art Elements Reading/Writing – Art Element LP 1 2b. Extra credit research project – Extra credit sheet 1 2c. Passed C&amp;L and Visual Arts MTEL</p> <p>2c1) Used work of famous artists to illustrate geometric forms and bottle drawings. LP1 2c2) "Clearly demonstrated knowledge of the techniques of drawing" CS midterm 3/14/08 2c3) Learning standards and skill in the Art MA framework cited on all lesson plans. All LPs. 2c4) "Knowledge of materials clear." SP midterm 3/13/08 2c5) "Went over safety rules again and agains when using knives in printmaking" SP eval. 4/27/08 2c6) "Demonstrated knowledge of critical responses to various art forms" CS midterm 3/14/08 2d. Art Element project reading/writing – LP1 2d. Writing movie synopsis from imagination – Movie LP 2e. "Questions students individually as she moves around the room" CS evaluation 2/7/08 2g. "She is attentive to language challenges in student written work and designs alternate approaches." SP midterm evaluation 3/14/08</p> <p>3a&amp;c. Gives homework as extra credit, journal 3/7/08, extra credit handout 3b. Provided feedback to students and offers extra credit chances, journal 3/7/08, extra credit handout</p>

2	<p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</p> <p>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	<p>4a. "You will be graded on..." All LPs</p> <p>4a. Written self assessments – Popcorn and movie poster lessons 1&amp;2</p> <p>4b. Understands grading/attendance policies – SP evaluation 2/11/08</p> <p>4b. Helped determine and record progress reports, journal 3/6/08</p>
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<p><b>Rating:</b> 2</p>	<p><b>Explanation of Rating for Standard B – Delivers Effective Instruction</b> In the classroom there is still room for growth to end lessons effectively and improve self confidence in front of groups.</p>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ SAMPLE \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Standard C – Manages Classroom Climate and Operation</b>		
	<b>Indicators</b>	<b>Evidence – Be Specific</b>
3	1. Creates an environment that is conducive to learning.	1. Seeks outside donations to further student learning (new media) – Yupo donation (other)
3	2. Creates a physical environment appropriate to a range of learning activities.	2. "Individual attention to students" CS eval; 3/11/08 2. "Uses multiple methods to communicate such as handouts, written explanations on display board, verbal presentations and examples of her own work as well as others." SP midterm evaluation 3/14/08
3	3. Maintains appropriate standards of behavior, mutual respect, and safety.	3. "She reviews IEPs in regard to learning/behavior issues" SP midterm 3/14/08
3	4. Manages classroom routines and procedures without loss of significant instructional time.	3. Concerned about student safety when using knives for printmaking." Journal 4/28/08 4. "Manages classroom behavior and routines with the use of a reward system based on tickets for good behavior." SP midterm 3/14/08
3	**5. Avoids stereotyping and uses effective strategies to deal with inappropriate remarks made by others.	4. "Takes attendance efficiently, little time lost" CS eval 3/11/08 5. "It's good that you intervened and made it clear that the student shouldn't make derogatory remarks or call another student names." CS Journal response, 3/26/08

\*\*This item does not appear on the MA Preservice Performance Assessment. It has been added by Springfield College to further assess the candidate's competence in this area.

<p><b>Rating:</b> 3</p>	<p><b>Explanation of Rating for Standard C – Manages Classroom Climate and Operation</b> The candidate follows through on disciplinary actions and is more than able to manage students in the classroom.</p>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_ SAMPLE \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Standard D – Promotes Equity</b>	
<b>Indicators</b>	<b>Evidence – Be Specific</b>
<p><b>3</b> 1. Encourages all students to believe that effort is a key to achievement.</p> <p><b>3</b> 2. Works to promote achievement by all students without exception.</p> <p><b>3</b> 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</p> <p><b>3</b> 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.</p> <p><b>3</b> **5. Deals equitably and responsibly with all learners that creates a larger community no matter what their race, ethnicity, level of English language proficiency, gender, sexual orientation, religion, socioeconomic class, ability or needs.</p>	<p>1. Effort is part of grade, all lesson plans</p> <p>1. “I offered him a chance to do some extra credit. In the beginning he would just slack off and not put any effort into doing his assignments. I wanted him to see that if he tries hard enough he can excel at anything.” Journal 3/7/08</p> <p>1. Extra credit handout.</p> <p>2. “Encourages all students equally.” CS midterm 3/14/08</p> <p>2. Offers extra credit chances, journal 3/7/08</p> <p>2. “I’m hoping that he actually does this project, so that he can see if he puts effort into his work he will succeed, journal 3/12/08</p> <p>3. “Works well w/individual students on issues such as problems with comprehension (language) and learning issues (IEPs), SP evaluation 3/7/08</p> <p>3. Has other students translate work for non-English speaking students, journal 1/30/08</p> <p>3. “She reviews IEPs in regard to behavior/learning issues” SP midterm evaluation 3/14/08</p> <p>3. “She is attentive to language challenges in student work and written work and designs alternate approaches.” SP midterm evaluation 3/14/08</p> <p>4. Reaching out to community via donating artwork to nursing homes, Nursing Home Card LP 2</p> <p>5. “Nice job using a lot of non-verbal communication to ensure that the ELL students understand each activity.” SP observation, 2/6/08</p> <p>5. “The way you put the students in groups shows that you are promoting team building in your class.” CS observation, 3/5/08</p>

\*\*This item does not appear on the MA Preservice Performance Assessment. It has been added by Springfield College to further assess the candidate’s competence in this area.

<b>Rating:</b> <b>3</b>	<b>Explanation of Rating for Standard D – Promotes Equity</b> The candidate is sensitive to students’ individual needs and strengths.
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

**Candidate’s Name:** \_\_\_\_\_ **SAMPLE** \_\_\_\_\_ **License:** \_\_\_\_\_

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

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

**Preservice Performance Assessment for Teacher Candidates Only**

<b>Standard E – Meets Professional Responsibilities</b>	
<b>Indicators</b>	<b>Evidence – Be Specific</b>
<p><b>2</b> 1. Understands his or her legal and moral responsibilities.</p> <p><b>2</b> 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p> <p><b>2</b> 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</p> <p><b>2</b> 4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</p> <p><b>2</b> 5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</p> <p><b>2</b> 6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p> <p><b>2</b> 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the internet and other resources.</p>	<p>1. Attended legal seminar – Handout (other)</p> <p>1. Read school handbook policies, journal 3/6/08</p> <p>1. Understands and follows copyright laws, journal 3/6/08</p> <p>2. Shows enthusiasm by showing/talking about own artwork to students, journal 2/28/08</p> <p>2. Discovered a new media for watercolor and worked to obtain it for student use, journal 3/20/08</p> <p>3. Attended IB seminar with SP 3/11/08 (informative seminar about the MYP program with is associated with IB), Seminar Handouts (other)</p> <p>3. “She attended an International Baccalaureate Meeting (MYP).” SP midterm evaluation 3/14/08</p> <p>3. “ST has started a collection of teaching resource material.” SP midterm evaluation 3/14/08</p> <p>4. Collaborates with English teacher, journal 3/6/08</p> <p>5. Attended parent teacher meetings, journal 2/28/08</p> <p>6. Midterm self assessment – Self Evaluation 3/7/08</p> <p>6. “She asks questions and is open to discussing ways to improve.” SP midterm evaluation 3/14/08</p> <p>7. Attended legal seminar – handout (other)</p> <p>7. Read school handbook policies, journal 3/6/08</p>

<b>Rating:</b> <b>2</b>	<b>Explanation of Rating for Standard E – Meets Professional Responsibilities</b> The candidate would benefit from being involved with the art education professional association and regional meetings.
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: \_\_\_\_\_SAMPLE\_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

### Summary Decision for Preservice Performance Assessment

Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes   X   or No       .

Candidate (sign): \_\_\_\_\_ License: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	3
(b) Delivers Effective Instruction	2
(c) Manages Classroom Climate	3
(d) Promotes Equity	3
(e) Meets Professional Responsibilities	2

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

Teaching Ability ("on the floor") Grade \_\_\_\_\_  
(Supervising Practitioner & College Supervisor collaborate)

Final Practicum Grade \_\_\_\_\_  
(Includes all written assignments. CS determines final grade)

**Summary Comments (include phrases that could be used in a letter of recommendation):**

**Areas of strength:**

The candidate is well organized. This is evident in class preparation and lesson planning. Her lessons are geared to the level and interests of her students and also meet state standards. Her talents include motivating hard to reach students to create. She brings in materials and is active in connecting students to contribute to the greater community. She is a talented artist who shares her artistic endeavors to inspire her students.

**Areas in need of improvement:**

The candidate could improve her closure and review of learning in each class. She can work on appearing more self confident in front of groups. Additionally she will benefit from being active in the professional association.

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

## **Things to Remember**

### **Practicum Reports/Preservice Performance Assessment**

The Educator Preparation Office will provide practicum reports to all college supervisors. The top half will already be completed. Please review all information to ensure that it is correct. Make any corrections (i.e., supervising practitioner's license number, professional status, placements, etc.) directly on the form and return it to the Educator Prep Office ASAP. We will make the corrections and return the forms to you **before you get them signed.**

If corrections need to be made after the forms are signed, do not write directly onto the form. Please put the corrections on "Post-It" notes and attach to the Practicum Report.

#### **PLEASE NOTE:**

The license number and whether or not the supervising practitioner has an initial (with years of experience) or professional license should be on the practicum report. If this is missing, please obtain this information from the supervising practitioner and submit it to the Educator Preparation Office. **DO NOT FILL IN THE HOURS.** Students must submit a time record to the Educator Prep Office.

The practicum report should be initialed by the student, and signed and dated by the supervising practitioner and college supervisor [**please remember to use black ink**] on a minimum of three dates as evidence of three distinct meetings:

1. An initial meeting at which the standards and procedures for evaluation are explained to the student,
2. A meeting held midway through the practicum at which the student's progress toward the standards are discussed, and
3. A final meeting at which the evaluation of the student is completed.

At the end of the practicum experience the supervisors indicate whether or not the student has successfully completed the preservice performance assessment (PPA), that is whether or not student has met all standards, and sign the bottom of the form. The practicum report and the PPA must be filled out completely. The following is a checklist for ensuring the PPA is completed properly.

- a. Fill in a rating **and** write comments for each standard.
- b. On each page, fill in name of license with grade level (e.g., physical education 5-12).
- c. Both supervisors sign the bottom of each page.
- d. On the last page, indicate whether or not ("Yes" or "No") student met all standards, everyone sign, fill in box with summary of all ratings, fill in a grade, and write the summary comments.

**Submit the completed practicum report and preservice performance assessment form to the Educator Preparation Office immediately following the completion of each experience whether or not the student is recommended for licensure.**

**\*\* It is not necessary to copy the practicum report or the PPA. Students will receive official copies from the Educator Preparation Office.**

If you have any questions, please call the Educator Prep Office at 748-3155.



## The Commonwealth of Massachusetts Department of Elementary and Secondary Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000  
**Preservice Performance Assessment for Practicum (Practicum Report)**

**Part I – Applicant**

1. Legal Name: \_\_\_\_\_ 2. SSN: \_\_\_\_\_
3. Address: \_\_\_\_\_
4. Sponsoring Organization: \_\_\_\_\_ Program & Level: \_\_\_\_\_
5. Pre-Practicum: \_\_\_\_\_
6. Practicum Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_  
Course Title: \_\_\_\_\_ Dates: \_\_\_\_\_
7. Practicum Site: \_\_\_\_\_ 8: Levels of Students: \_\_\_\_\_
9. Total number of practicum hours: \_\_\_\_\_ Number of hours assumed full responsibility in the role: \_\_\_\_\_
10. Other Massachusetts licenses held if any: \_\_\_\_\_
11. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes \_\_\_\_\_ No \_\_\_\_\_

**Part II – Program Supervisor**

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

The Applicant completed a practicum designed by the Springfield College as partial preparation for the following license:  
Applicant's License Field-Grade Level: \_\_\_\_\_

**Part III – Supervising Practitioner**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School System: \_\_\_\_\_ License: Initial (# yrs. experience): \_\_\_\_\_ or Professional: \_\_\_\_\_

Massachusetts License #: \_\_\_\_\_ Field(s): \_\_\_\_\_

**Part IV – Initial 1, 2, and 3.**

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.  
Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_
2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.  
Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_
3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.  
Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

**Part V**

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: \_\_\_\_\_ No: \_\_\_\_\_

Program Supervisor (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if necessary: see 7.04(4))(sign): \_\_\_\_\_ Date: \_\_\_\_\_

**SPRINGFIELD COLLEGE**  
**PRACTICUM TIME RECORD AND ACTIVITY REPORT**

Record the hours expended in the practicum according to the categories described below. Please note that, for teacher licensure, Massachusetts requires at least 150-300 clock hours at **each** practicum site; 135-200 clock hours of this time should consist of teaching (this means having “clear instructional responsibilities”). See the Springfield College Educator Preparation Handbook for the specific clock hour requirement for each program. (Note: ECED & HLTH clinical have unique clock hour requirements.)

**Observing** - The supervising practitioner is in charge and the practicum student is watching/listening. (Typically, first few days only)

**Assisting** - The supervising practitioner is in charge and the practicum student is helping by providing individual attention, working with a small group, and performing other functions of an aide. (Begin immediately, if possible)

**Teaching** - The practicum student, under the supervision of the supervising practitioner, is responsible for planning, implementing, and evaluating all or part of a lesson. (A minimum of 135 hours of teaching is required)

**Other** - The practicum student discharges other “non instructional duties” associated with the role and/or attends faculty meetings, professional development and certain after school programs (e.g., tutoring).

Student \_\_\_\_\_ **Circle one:** ECED ELEM SEC SPED PE HLTH

Site \_\_\_\_\_ Date \_\_\_\_\_

Supervising Practitioner \_\_\_\_\_  
signature

TIME RECORD (IN HOURS)				
Observing Hours	Assisting Hours	Teaching Hours	Other	Total

**OTHER DUTIES INCLUDE:**

<u>Activity</u>	<u>Hours</u>
Parent Conferences	_____
Cafeteria Duty	_____
Homeroom	_____
Bus Duty	_____
Faculty Meeting	_____
Prep during school	_____
Other: _____	_____
Total	_____

**To help calculate practicum hours**

Half semester = 35 days (approx)

If you work a 6 hr school day, you should have **no more than**  
160 teaching hrs and 210 total hrs

If you work a 7 hr school day, you should have **no more than**  
175 teaching hrs and 245 total hrs

Full semester = 70 days (approx)

If you work a 6 hr school day, you should have **no more than**  
315 teaching hours and 420 total hours

If you work a 7 hr school day, you should have **no more than**  
350 teaching hours and 490 total hours

**Coaching hours and prep time outside of school  
are NOT to be included**

Semester \_\_\_\_\_ Year \_\_\_\_\_

### SPRINGFIELD COLLEGE EVALUATION OF COLLEGE SUPERVISOR

College Supervisor \_\_\_\_\_ Program \_\_\_\_\_

The following items deal with characteristics of college supervisors which students feel to be important. Please complete each item by circling the response you feel is appropriate and making comments/suggestions.

	<b>X</b> N/A	<b>0</b> poor	<b>1</b> fair	<b>2</b> good	<b>3</b> very good	<b>4</b> excellent				
1.					X	0	1	2	3	4
	<i>Comments:</i>									
2.					X	0	1	2	3	4
	<i>Comments:</i>									
3.					X	0	1	2	3	4
	<i>Comments:</i>									
4.					X	0	1	2	3	4
	<i>Comments:</i>									
5.					X	0	1	2	3	4
	<i>Comments:</i>									
6.					X	0	1	2	3	4
	<i>Comments:</i>									
7.					X	0	1	2	3	4
	<i>Comments:</i>									
8.					X	0	1	2	3	4
	<i>Comments:</i>									

Course # \_\_\_\_\_

Semester \_\_\_\_\_

**SPRINGFIELD COLLEGE**  
**STUDENT EVALUATION OF THE PRACTICUM EXPERIENCE**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Supervising Practitioner \_\_\_\_\_

The following items deal with your practicum experience. Please complete each item by circling the response you feel is appropriate and making comments.

1	2	3	4	5	N/A
Poor	Fair	Good	Very Good	Excellent	Not Applicable

**PRACTICUM EXPERIENCE IN GENERAL****1. Three Educator Prep meetings (not EDUC/PE specific seminars)**

A. Topics and information	1	2	3	4	5	N/A
B. Scheduling of meetings (length-2 hr., number-3)	1	2	3	4	5	N/A

*Comments:***2. Placement Procedures**

	1	2	3	4	5	N/A
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*Comments:***3. Handbook/Other Materials**

A. Expectations and requirements clearly stated	1	2	3	4	5	N/A
B. Informative	1	2	3	4	5	N/A

*Comments:***4. Written Work**

A. Overall requirements	1	2	3	4	5	N/A
B. Types of assignments	1	2	3	4	5	N/A

*Comments:***5. Length of Practicum**

	1	2	3	4	5	N/A
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*Comments:***SCHOOL/SITE****1. Curriculum and Instruction**

A. Meets the interests and needs of students	1	2	3	4	5	N/A
B. Developmentally appropriate	1	2	3	4	5	N/A
C. Teaching style and methods	1	2	3	4	5	N/A

*Comments:***OVER**

**2. Facilities and Equipment**

A. Facilities	1	2	3	4	5	N/A
B. Supplies and/or equipment	1	2	3	4	5	N/A
C. Adequate support services and staff	1	2	3	4	5	N/A

*Comments:***3. Supervising Practitioner**

A. Feedback on written work	1	2	3	4	5	N/A
B. Suggestions for evaluating and improving your teaching	1	2	3	4	5	N/A
C. Quality of observations	1	2	3	4	5	N/A
D. Overall rating of supervising practitioner	1	2	3	4	5	N/A

*Comments:***PREPARATION**

How would you rate your preparation at Springfield College in each of these?

<b>1. Subject Matter Knowledge</b>	1	2	3	4	5
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*Comments:*

<b>2. Standard (a) Plans Curriculum and Instruction</b>	1	2	3	4	5
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*Comments:*

<b>3. Standard (b) Delivers Effective Instruction</b>	1	2	3	4	5
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*Comments:*

<b>4. Standard (c) Manages Classroom Climate and Operation</b>	1	2	3	4	5
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*Comments:*

<b>5. Standard (d) Promotes Equity</b>	1	2	3	4	5
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*Comments:*

<b>6. Standard (e) Meets Professional Responsibilities</b>	1	2	3	4	5
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*Comments:*

**SPRINGFIELD COLLEGE  
SUPERVISING PRACTICIONER EVALUATION  
OF THE PRACTICUM**

Licensure Program/Subject \_\_\_\_\_ Grades \_\_\_\_\_ Dates of Experience \_\_\_\_\_ to \_\_\_\_\_

Student Teacher \_\_\_\_\_ Supervising Practitioner \_\_\_\_\_

How would you rate the adequacy of the Springfield College teacher preparation program?  
Identification of specific strengths and weaknesses and positive suggestions for program improvement  
would be most helpful. Your comments are greatly appreciated!

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	X did not observe	1 needs improvement	2 adequate	3 very good	4 excellent
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- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | Placement procedures<br><i>Comments:</i>                       | X | 1 | 2 | 3 | 4 |
| 2. | Information and materials received from SC<br><i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 3. | Length of student teaching experience<br><i>Comments:</i>      | X | 1 | 2 | 3 | 4 |
| 4. | College supervision of student teacher<br><i>Comments:</i>     | X | 1 | 2 | 3 | 4 |
| 5. | Forms for evaluation of student teacher<br><i>Comments:</i>    | X | 1 | 2 | 3 | 4 |
| 6. | Overall preparation of student teachers<br><i>Comments:</i>    | X | 1 | 2 | 3 | 4 |

**-OVER-**

7. Preparation of student teacher in the following standards:

1.	<b>Subject Matter Knowledge</b>	X	1	2	3	4
2.	<b>Standard (a): Plans Curriculum and Instruction</b> (Frameworks, organization, human development, and methodology)	X	1	2	3	4
3.	<b>Standard (b): Delivers Effective Instruction</b> (Communicates standards and expectations)	X	1	2	3	4
4.	<b>Standard (c): Manages Classroom Climate And Operation</b> (Environment, standards of behavior and procedures)	X	1	2	3	4
5.	<b>Standard (d): Promotes Equity</b> (Diversity and inclusion)	X	1	2	3	4
6.	<b>Standard (e): Meets Professional Responsibilities</b> (Legal and moral responsibilities)	X	1	2	3	4

**ADDITIONAL COMMENTS:**

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THANK YOU FOR YOUR ASSISTANCE

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

**SPRINGFIELD COLLEGE  
COLLEGE SUPERVISOR EVALUATION OF THE SUPERVISING PRACTITIONER**

**Supervising Practitioner** \_\_\_\_\_ **School** \_\_\_\_\_

**Student Teacher** \_\_\_\_\_

The following items deal with characteristics of supervising practitioners and placement sites.

	<b>X</b> N/A	<b>0</b> poor	<b>1</b> fair	<b>2</b> good	<b>3</b> very good	<b>4</b> excellent
1. Supervising practitioner developed an effective mentoring relationship with practicum student <i>Comments:</i>					X 0	1 2 3 4
2. Expectations communicated clearly to practicum student <i>Comments:</i>					X 0	1 2 3 4
3. Feedback provided to practicum student on a timely basis <i>Comments:</i>					X 0	1 2 3 4
4. Encouraged practicum student to assume teaching responsibilities in a timely fashion <i>Comments:</i>					X 0	1 2 3 4
5. Overall evaluation of supervising practitioner <i>Comments:</i>					X 0	1 2 3 4
6. Overall evaluation of practicum site <i>Comments:</i>					X 0	1 2 3 4
7. Recommendation for future use <i>Comments:</i>					X 0	1 2 3 4
8. Describe the type of student who would be most successful with this supervising practitioner at this site:  _____  _____  _____						

Completed by \_\_\_\_\_

**THANK YOU LIST: SUPERVISING PERSONS**

Your Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

You are expected to thank those persons who have made your fieldwork experience beneficial to you. The College wishes to know who has been helpful to you and in what way has each person been helpful. Personal verbal ‘thanks’ are always appreciated but your written note is even more meaningful.

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

**ART EDUCATION  
FIELD EXPERIENCE SELF EVALUATION NARRATIVE**

**1. PERSONAL QUALITIES**

**Appearance**

Does your appearance reflect an awareness of your professionalism?

Does your body language and voice emphasize the importance of your ideas?

**Dependability**

Do you keep your promises to students, peers and supervisors?

Do you arrive on time?

Can you present your point of view effectively and respectfully?

**2. PROFESSIONAL QUALITIES**

**Planning**

Are your lesson plans reflecting that you know the material and students well enough to make realistic plans?

Is your preparation thorough?

**3. HUMAN RELATIONS**

Describe an incident when you paid attention to nonverbal signals as well as verbal messages?

**4. COMMUNICATION SKILLS**

**Voice Quality**

Do you speak slowly enough for the students to understand you?

Do you emphasize important points?

Can you be heard in all parts of the room?

**Blackboard Writing**

Is your writing easy to read?

**Expressing ideas at levels of pupils**

How can you assess if students understand your questions and reasoning?

Describe an example of explaining the material in different ways if students don't understand your first explanation.

**Securing Student response and interaction**

Describe how you encourage students to listen to each other by asking if they heard a response, asking them to react to another student's response (add to answer, rephrase answer, agree, disagree) and by arranging student discussion in groups of different sizes.

Describe how you teach students how to critique in a nonjudgmental way.

**5. CREATIVE MOTIVATION**

Describe how you motivate the students to create beyond the stereotypical image.

Describe how you assist resistant students to create.

## **FIELD EXPERIENCE WRITTEN EVALUATION**

1. Please comment as to student's ability and progress to date in observation, participation, learning, and documentation abilities.
  
2. Please comment as to student's ability and progress to date for development and maintenance of a professional relationship with staff and pupils.
  
3. Please comment as to student's ability and progress in lesson plans, unit plans, and the appropriateness of the art activities.
  
4. Please comment as to student's ability and progress to work with both individuals and groups with appropriate art activities.



### CONSENT FOR RELEASE

I agree to allow \_\_\_\_\_ to photograph or borrow my art

work and to use the art work for educational purposes in the following instances:

- I. Conferences, seminars and discussion groups with professionals.
- II. Professional papers, journals, newsletters, books and similar publications.

I understand that all information which would identify me will be changed to protect my privacy.

Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Teacher)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Parent or Guardian)