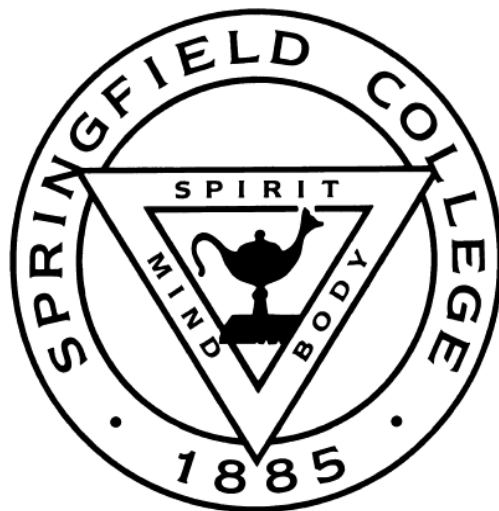


# **Health/Family & Consumer Sciences Practicum & Clinical Experience\***

## **Fieldwork Handbook**



**INITIAL LICENSE**

**\*Practicum experience for students who hold a valid teaching  
license in another field (e.g., physical education)**

**PUBLISHED AUGUST 2011**

# HEALTH/FAMILY & CONSUMER SCIENCES PRE-PRACTICUM AND PRACTICUM FIELDWORK HANDBOOK



## PRACTICUM PROGRAMS

Dr. Linda Davis-Delano  
Director of Educator Preparation & Licensure  
[Ldelano@spfldcol.edu](mailto:Ldelano@spfldcol.edu) 413-748-3146

Eneida Gonzalez  
[egonzalez2@spfldcol.edu](mailto:egonzalez2@spfldcol.edu) 413-748-3155

Brenda deLiefde  
[bdeliefd@spfldcol.edu](mailto:bdeliefd@spfldcol.edu) 413-748-3155

## DEPARTMENT OF PHYSICAL EDUCATION & HEALTH EDUCATION

Dr. Kathy Mangano, Chair  
[kmangano@spfldcol.edu](mailto:kmangano@spfldcol.edu) 413-748-3147

Gaetano Amato, Pre-Practicum Coordinator  
[gamato@spfldcol.edu](mailto:gamato@spfldcol.edu) 413-748-3767

Dr. Patricia McDiarmid, Health/Family & Consumer Sciences Program  
[pmcdiarm@spfldcol.edu](mailto:pmcdiarm@spfldcol.edu) 413-748-3362

Dr. Shannon Whalen, Health/Family & Consumer Sciences Program  
[swhalen@spfldcol.edu](mailto:swhalen@spfldcol.edu) 413-748-3268

Linda Dubois  
[Ldubois@spfldcol.edu](mailto:Ldubois@spfldcol.edu) 413-748-3399

Vanessa Vazquez  
[vvazquez@spfldcol.edu](mailto:vvazquez@spfldcol.edu) 413-748-4002

**TABLE OF CONTENTS**

INTRODUCTION .....	1
SECTION I: Pre-practicum & Practicum Overview .....	2
Pre-practicum Overview .....	3
Practicum Description.....	4
Clinical Experience Description .....	4
Practicum Objectives and Assessment.....	6
SECTION II: Responsibilities of Supervisors and Practicum Students .....	7
Supervisors' Responsibilities.....	8
Supervising Practitioner.....	8
College Supervisor.....	9
Practicum Student Requirements .....	13
Teaching Requirements .....	13
Written Work .....	15
Professional Responsibilities .....	15
Grading Criteria .....	16
Written Assignments.....	17
Format and Standards .....	17
Teaching Schedule .....	17
Daily Journal.....	17
Evidence Binder.....	18
Lesson Plans and Notes .....	18
Unit Plans.....	19
Portfolio .....	19
Videotape .....	19
Self Evaluation – Midterm.....	20
Self Evaluation – Final.....	20
Time Record.....	20
Supervising Persons Thank You Notes.....	21
Seminars and Meetings .....	21
Weekly Practicum Calendar with Deadlines .....	22
SECTION III: MA Curriculum Framework Standards, Guidelines for Lesson & Unit Plans	
Evidence Binder Checklist and Professional Portfolio .....	26
Massachusetts Curriculum Framework Standards.....	27
Health Lesson Plan Template .....	28
Health Lesson Plan Rubric.....	30
Web Resources for Health Lesson Planning.....	31
Additional Health Information Web Resources.....	35
Health Unit Plan Guidelines .....	40
Outcomes, Standards & Assessment Template .....	41
Block Plan Template.....	42

Health Unit Plan Scoring Sheet .....	43
Evidence Binder Checklist.....	44
Developing a Presentation Portfolio .....	45
Portfolio Evaluation .....	47
<b>SECTION IV: Forms .....</b>	<b>48</b>
Guide to Completion of Observation Form .....	49
Pre-Practicum/Practicum Observation Form .....	50
Optional Observation & Feedback Form.....	52
Preservice Performance Assessment System.....	53
Guidelines for Preservice Performance Assessment (PPA).....	54
Midterm Evaluation Form.....	61
Midterm Assessment of Subject Matter Knowledge .....	63
Practicum Intervention Warning Form .....	64
Performance Assessment Rubric .....	65
Sample Completed Preservice Performance Assessment .....	73
Things to Remember – Practicum Report/PPA .....	79
Practicum Report .....	80
Time Record.....	81
Evaluation of College Supervisor .....	82
Student Evaluation of the Practicum.....	83
Supervising Practitioner Evaluation of the Practicum.....	85
College Supervisor Evaluation of the Supervising Practitioner .....	87
Thank You List – Supervising Persons.....	88
<b>SECTION V: Miscellaneous Resources .....</b>	<b>89</b>
Communicating with Supervising Practitioners – Tips for STs .....	90
Evidence Ideas for Preservice Performance Assessment.....	91
Supervising Practitioner Checklist.....	92
College Supervisor Checklist-Things to Cover with Student Teacher .....	95
College Supervisors – Additional Reminders.....	97

## INTRODUCTION

**Practicum Definition:** A course of study especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory.

The Springfield College practicum (student teaching) is the culminating “capstone” experience for students preparing to enter the teaching profession. This handbook is intended to provide much of the information needed to ensure that the internship experience is mutually beneficial for all members of the learning partnership: the practicum student, the supervising practitioner, the cooperating school and Springfield College.

**Section I** of the handbook provides an overview of the pre-practicum and practicum.

**Section II** describes the roles and responsibilities of the supervising practitioner, college supervisor, and student teacher. The requirements that the students are expected to fulfill are fully explained in order to encourage an equitable and rewarding relationship between the student, the supervising practitioner, and the college supervisor. This section also includes an in-depth description of all written assignments and is extremely important to the practicum student, as it serves as a guide in the preparation and submission of all written work.

**Section III** contains the instructional forms that are to be used to plan lessons and units and the rubrics that will be used to evaluate instructional materials (unit plans, lesson plans, and activity sheets) developed by practicum students during the experience. This section also provides help in developing a presentation portfolio.

**Section IV** includes samples of all the forms used by the student, supervising practitioner, and college supervisor, including a guide to the completion of the pre-practicum/practicum observation form.

**Section V** contains miscellaneous resources that will be helpful during the practicum experience.

# **Section I**

## **Pre-Practicum & Practicum Overview**

## **PRE-PRACTICUM OVERVIEW**

The pre-practicum experience is designed to provide the student with an opportunity to be actively engaged, under supervision, in the teaching process in a school setting. Through this experience, the student will be able to assess their interest in the teaching profession and their potential for becoming a successful teacher. The pre-practicum is designed to prepare the student for their full practicum experience in their final year.

- I. The student must complete a minimum of 60 hours of fieldwork in either an elementary, middle or high school. The student may meet this requirement during the regular semester (twice a wk/2 hrs. per day/15 wks) or may teach for ten consecutive school days during the January break or in May as part of the summer school program.
  1. During this experience, it is expected that the student will have an opportunity to observe and assist the supervising practitioner and to ultimately plan and implement complete lessons.
  2. The student is expected to perform additional duties at the discretion of the supervising practitioner, to follow all policies and procedures at the school, and participate in all teaching functions included in the normal school day.
  
- II. Grade Requirements: The student must obtain a grade of “B” or better to be eligible for student teaching. Failure to obtain a “B” or better will require the student to retake the course prior to student teaching.
  
- III. Seminars:
  1. Students will be required to attend all scheduled Springfield College seminars. The purpose of the seminar will be to:
    - a. Clarify and reinforce pre-practicum procedures and expectations.
    - b. Discuss topics of concern and interest to the students.
    - c. Share experiences, successes, problems encountered and lessons taught.
    - d. Reinforce information introduced during the methods courses.
    - e. Assist students in making the transition to the student teaching experience.
  
  2. Students will have individual conferences as needed with their college supervisor to discuss the student’s pre-practicum experience and to assist the student in the assessment of his/her capabilities.

## HEALTH/FAMILY AND CONSUMER SCIENCES PRACTICUM DESCRIPTION

HLTH 484 - Practicum in Health/Family and Consumer Sciences Pre K-8 (6 s.h.)

HLTH 485 - Practicum in Health/Family and Consumer Sciences 5-12 (6 s.h.)

HLTH 684 - Practicum in Health/Family and Consumer Sciences Pre K-8 (3 s.h.)

HLTH 685 –Practicum in Health/Family and Consumer Sciences 5-12 (3 s.h.)

Students in the Health/Family and Consumer Sciences Teacher Preparation Program are required to complete a practicum for a **minimum of 14 weeks**. Students enrolled in HLTH 484/684 (elementary) and 485/685(secondary) will student teach a minimum of seven weeks at each level.

All students will follow the same requirements and guidelines for each experience. Each practicum will be supervised and under the direct guidance of a licensed Health/Family and Consumer Sciences educator (the supervising practitioner). Site assignments are made in consultation with, and with the permission of, the Director of Educator Preparation & Licensure.

Prerequisites: Health Studies Major, admission to Teacher Preparation, and must meet all placement requirements including completion of the following courses – Personal Health, Nutrition, Human Sexuality, Drugs in Society, Consumer Health, Methods and Materials in Health/Family and Consumer Sciences, Organization, Administration, and Assessment of School Health Programs, Special Topics for the Health Professional and pre-practicum. Additionally, all Health/Family and Consumer Sciences students must successfully attain passing scores on the Massachusetts Tests for Educator Licensure (MTEL). This includes both the Communication and Literacy Skills and the Health Subject Test.

A minimum of **150 clock hours** of field experience **at each school site** is required. **At least 135** of these hours must consist of **direct instructional** responsibility. In addition, the student is expected to invest at least **90 additional hours** in preparation for instructional activities, evaluation of pupil work, evaluation of own work, and other duties commonly associated with the role of the teacher. Grading is based on departmental policy and Massachusetts teacher licensure regulations.

## HEALTH/FAMILY AND CONSUMER SCIENCES CLINICAL EXPERIENCE DESCRIPTION

HLTH 687 – Clinical Experience in Health/Family and Consumer Sciences Pre K-8 or 5-12

Prerequisites: Hold a current Massachusetts initial teaching license in another discipline (e.g. physical education). Acceptance into Springfield College’s Health Education Graduate Program and admission to Teacher Preparation, meet graduate fieldwork requirements, and have completed the following courses – Personal Health, Nutrition, Human Sexuality, Drugs in Society, Consumer Health, Methods and Materials in Health/Family and Consumer Sciences, Organization, Administration, and Assessment of School Health Programs, Special Topics for the Health Professional. Additionally, all Health/Family and Consumer Sciences students must successfully attain passing scores on the Massachusetts Tests for Educator Licensure (MTEL). This includes both the Communication and Literacy Skills and the Health Subject Tests.

**[NOTE: Students will NOT be placed in a clinical experience until all tests (including the health subject test) have been passed.]**

A minimum of **130 clock hours** of field experience at the assigned school site is required. **At least 117** of these hours must consist of **direct instructional** responsibility. In addition, the student is expected to invest at least **78 additional hours** in preparation for instructional activities, evaluation of pupil work, evaluation of own work, and other duties commonly associated with the role of the teacher. Grading is based on departmental policy and Massachusetts teacher licensure regulations.

During the semester that the Health/Family and Consumer Sciences student is enrolled in the practicum in Health/Family and Consumer Sciences, a *minimum* of **three full day seminars** will be held on the campus of Springfield College. The primary focus of these seminars will be to provide a forum for a discussion of some of the challenges student teachers might be facing during the practicum experience. Examples of such challenges may include: developing teaching strategies to meet the needs of diverse student learning styles, designing meaningful evaluative procedures to assess student learning, and developing ways in which to foster students' creative and analytic thinking skills that encourage innovative higher order learning.

Practicum students are required to demonstrate **each** of the Massachusetts Department of Elementary and Secondary Education standards required for the initial licensed health/family and consumer sciences classroom teacher. The college supervisor for each practicum experience makes at least three formal observations. The supervising practitioner observes the student teacher on a daily basis and is asked to fill out the Springfield College Pre-Practicum/Practicum Observation Form, once a week. The "Observation Form" together with the "Midterm Evaluation Form" are filled out independently by the student teacher, the supervising practitioner, and the college supervisor prior to having a three-way conference at the midterm. At this three-way conference, each individual shares the results of his or her evaluation, followed by an open discussion of the evaluation. The college supervisor is responsible for completing the Preservice Performance Assessment Form (PPA) for the final evaluation. The student must submit the PPA with the evidence column completed, 3 weeks prior to the end of each practicum experience. The college supervisor and supervising practitioner must verify, add and/or subtract evidence from the form, fill out all other sections, initial each page and sign the last page of the form indicating whether or not the candidate has met all of the standards. This form must be submitted to the Office of Educator Preparation & Licensure together with the practicum report.

## **PRACTICUM OBJECTIVES AND ASSESSMENT**

The objectives for the practicum experience include the subject matter knowledge requirements and the five professional standards stated in the Massachusetts Regulations for Teacher Licensure. Formal observations done weekly by the supervising practitioner, a minimum of three observations by the college supervisor, a videotape of a lesson, and all written assignments, much of which are included in the preservice teacher's portfolio, serve as a basis for assessing the preservice teacher's performance. Examples of detailed assessment documentation used to show successful completion of these standards are as follows:

**Subject Matter Knowledge:** Items used in assessing this standard are the preservice teacher's lesson plans, unit plans, lesson videotape and all observation forms completed by the supervising practitioner and the college supervisor. In addition, the preservice teacher must demonstrate knowledge in such areas as adapted physical education, history and foundations of kinesiology, and safety issues as part of their college course work that are prerequisites for student teaching.

**Professional Standards for Teachers:**

- a. **Plans Curriculum and Instruction that match State Frameworks:** The Massachusetts Comprehensive Health Curriculum Framework is used in planning developmentally appropriate lessons. Lesson plans, unit plans and supervisor observations serve as a basis for documenting this standard. In addition, the preservice teacher's journals reflect their participation in school and community activities that provide additional resources to enhance student learning
- b. **Delivers Effective Instruction:** Items in this standard are easily documented through the preservice teacher's written work and completion of the observation forms by the supervising practitioner and the college supervisor. Assessment strategies used are part of each lesson plan, and examples of student homework may be found in the preservice teacher's evidence binder.
- c. & d. **Manages Classroom Climate and Operation & Promotes Equity:** These standards reflect the preservice teacher's ability to put theory into practice through the process of teaching lessons. The supervising practitioner and the college supervisor complete an observation form each time they formally observe the preservice teacher. Also serving as documentation is the completion of a midterm evaluation and the final Preservice Performance Assessment.
- e. **Meets Professional Responsibilities:** These responsibilities are assessed in a variety of ways. Some categories such as legal and moral responsibilities, maintaining interest in research, and legal and ethical issues involving the Internet are observed behaviors by those supervising the preservice teacher. Other items such as critical reflections are documented in the reflections section of the daily lesson plan. Further documentation for some of these items may be found in the daily journals of the preservice teacher.

## **Section II**

# **Responsibilities of Supervisors & Practicum Students**

## **SUPERVISORS' RESPONSIBILITIES**

### **Supervising Practitioner**

The supervising practitioner is the most significant person in the professional life of the practicum student. The practitioner serves as a role model and mentor for the student and helps the student to navigate and benefit from the inevitable trials and tribulations associated with the teacher role. Because of the intensity and primacy of the relationship between the practicum student and the supervising practitioner, both are urged to create and maintain channels of open and honest communication with each other and with the college supervisor.

The responsibilities of the supervising practitioner include the following:

1. Assist the student in “learning the ropes” at the school. Such things as names of school administrators, layout of the facility, general policies and procedures, etc., are second nature to the practitioner, but mysteries to the student.
2. See the detailed checklist of things to cover in the last section of this handbook.
3. Review the list of “Common Weaknesses” at the end of this section and help the student improve in these areas.
4. Develop a schedule for the student. The schedule should allow the student to observe and assist in classes early in the practicum experience and to gradually assume more of the responsibilities associated with the role of the teacher, including teaching entire lessons, units and eventually taking on all of the responsibilities of a full-time teacher.
5. Provide continuous feedback and evaluation to the student as to his/her progress during the practicum. Comments may be made in written and oral form. The practitioner is asked to review the student’s lesson and unit plans and to discuss with the student the design and implementation of these plans. It is most desirable for the practitioner to complete the Practicum Observation Form once a week as a means of providing concrete written feedback to the student on his/her performance.
6. Consult regularly with the college supervisor about the performance and progress of the practicum student. In the event he/she is not making satisfactory progress and/or there are major concerns/issues, collaborate with the college supervisor to fill out the Springfield College “Intervention Form.” A copy of this form is included in this handbook.
7. Sign the practicum report (page 1 of the Preservice Performance Assessment) on each visit by the college supervisor. On the last visit, indicate whether the student meets all of the Massachusetts licensure standards. A copy of the practicum report is included in this handbook.
8. Complete both Midterm Evaluation Forms for the midterm conference (use observations, the evidence found on the student’s draft Preservice Performance Assessment (PPA), the PPA rubric and the DESE Guidelines for Completing the PPA found in this handbook, as a basis for the midterm evaluation). The practitioner should provide one copy of the midterm and all observation forms to the student, one copy to the college supervisor, and keep one copy for

his/her own records. The contents of the observations, midterm and draft PPA should be discussed with the student and the supervisor at the 3-way midterm conference.

9. For the final evaluation, review all of the evidence listed by the student on the Preservice Performance Assessment (PPA). Check the student's evidence binder for supporting documents. Collaborate with the college supervisor to verify, add and/or subtract evidence from the PPA. Review the ratings and all written comments on the PPA. Suggest additions and/or changes to the college supervisor. Sign the PPA and the Practicum Report in all places. The contents of the PPA should be discussed with the student and the supervisor at the final 3-way conference. A copy of the PPA will be kept in the student's file.

[Note: Samples of all forms can be found in this handbook.]

10. Assist the college supervisor in determining a grade for the practicum student's ability to teach (60% of final grade). [Note: The college supervisor grades all written work (40% of final grade) and is responsible for determining the final practicum grade.]
11. In cases where the supervising practitioner and the college supervisor are unable to agree whether the practicum student meets the five Massachusetts licensure standards, the Director of Educator Preparation & Licensure will serve as mediator to resolve these differences.

### College Supervisor

The college supervisor also serves as a mentor to the practicum student. The following is a list of the college supervisor's responsibilities. [Note: See last section of this handbook for additional resources including a "College Supervisor Checklist – Things to Cover with Student Teachers".]

1. Go to the practicum site for a brief visit early on in the first week or so. During the first visit introduce yourself to the building principal, then meet with the supervising practitioner, present him/her with your home and office telephone numbers and email address, review his/her role in working with one of our students, provide an overview of the practicum evaluation system, and answer any questions he/she may have. [Note: When visiting a school, a professional appearance is a must.]
2. Visit the student at each practicum site a minimum of three times. It is recommended that the college supervisor observe two classes and stay for one free period. During each visit the college supervisor should complete at least one Practicum Observation Form and discuss what was observed, with the student and the supervising practitioner at the same time. It is best to have 3-way meetings so everyone hears the same thing.
3. Consult regularly with the supervising practitioner by phone or email about the performance and progress of the practicum student. The supervisor should review the contents of all observation reports and discuss with the practitioner as appropriate.
4. Notify the Director of Educator Preparation if there are any problems, concerns, or issues with the site, the student teacher or the supervising practitioner. Use the Intervention Warning form if

necessary. A copy of this form is included in this handbook.

5. Review journals daily. Provide feedback on a regular basis, every day if possible. The feedback does not need to be extensive.
6. Review lessons, lesson reflections, unit plans and other written handouts, tests, etc. It is recommended that students attach the first few lesson plans that they write to their journal entries so college supervisors can review on a timely basis. All written materials must be filed in the student teacher's evidence binder and stored electronically.
7. Answer questions about all written assignments. Remind the student teacher to get videotaped. Help with the presentation portfolio.
8. Assess all written work (e.g., journals, unit plan, evidence binder, portfolio), provide timely feedback, discuss the quality of the work and determine a grade. Use the rubrics provided in this handbook for the unit plan and presentation portfolio.
9. Meet with the student alone or as a member of a small group to discuss the practicum experience. These meetings may occur as part of the regularly scheduled practicum meetings and seminars held on campus or in conjunction with site visits.
10. Review the list of "Common Weaknesses" that follows, and help the student improve in these areas.
11. Complete the Midterm Evaluation Form for the midterm conference (use observations, the evidence found on the student's draft Preservice Performance Assessment (PPA), the PPA rubric and the DESE Guidelines for Completing the PPA found in this handbook, as a basis for the midterm evaluation). The college supervisor should provide one copy of the midterm and all observation forms to the student, one copy to the supervising practitioner, and keep one copy for his/her own records. The contents of the observations, midterm and draft PPA should be discussed with the student and the practitioner at the 3-way midterm conference.
12. At midterm time, fill out an Intervention Warning form if there is any chance the student teacher may not be able to meet all state professional standards for teachers and is at risk of not being recommended for licensure.
13. For the final evaluation, be responsible for completing the Preservice Performance Assessment (PPA). Review all of the evidence listed by the student on the PPA. Check the student's evidence binder for supporting documents. Consult with the supervising practitioner to verify, add and/or subtract evidence from the PPA. Work with the supervising practitioner to fill in a rating, write comments for each standard and complete the "Summary Comments." Submit a copy of the final PPA to the supervising practitioner prior to final 3-way conference (send via email if possible). The contents of the PPA should be discussed with the student and the supervisor at the final 3-way conference. The college supervisor is responsible for submitting the signed PPA (which includes the practicum report) to the Educator Preparation Office at the end of each practicum experience. [Please double check to make sure the PPA is signed in all places.]

A copy of the PPA will be kept in the student's file. [Note: Samples of all forms can be found in this handbook.]

14. Sign page one of the Preservice Performance Assessment, the Practicum Report, on each official visit. For more information review "Things to Remember - Practicum Report/Preservice Performance Assessment" included in this handbook. On the last visit, indicate whether the student meets each of the Massachusetts teacher licensure standards by completing and signing each page of the PPA and signing off on the practicum report. The college supervisor is responsible for submitting the signed PPA (which includes the practicum report) to the Educator Preparation Office at the end of each practicum experience. **[Please double check to make sure page one of the PPA, the practicum report, is signed in all places and that all pages of the PPA are signed.]**
15. After consultation with the supervising practitioner, determine the appropriate letter grade for daily teaching/instructional performance (60% of final grade). Then determine the grade for all written assignments (40 %) and calculate the final practicum grade. Submit the final grade to Mr. Amato, Coordinator of Physical Education Pre-Practicum.
16. Submit mileage and toll receipts to the Office of Educator Preparation & Licensure at the end of each month. Record all information on the correct travel expense reimbursement forms.

#### COMMON WEAKNESSES:

1. Poor planning including:
  - a. Lack of detail in lesson plans including clear and measurable student learning objectives in each of the domains-cognitive, affective, and behavioral.
  - b. **Plans not turned in to college supervisor and/or supervising practitioner in advance to allow for corrective feedback BEFORE utilizing the lesson plan.**
  - c. Incomplete lesson plans often missing Massachusetts Frameworks standard and strand alignments.
  - d. Lesson plans not readily available when college supervisor arrives at site.
  - e. Practicum student uses supervising practitioner's lesson and fails to recognize that a written plan is still necessary despite the fact that the instructional plan is not his/her original design.
2. Lack of awareness of the entire classroom including potential classroom management issues and resultant student discipline problems.
3. Weak assessment techniques for student learning, often no plan or poorly designed experiences for a meaningful evaluation of students.
4. Failing to design assessment rubrics with clearly identified levels of student adherence when using teacher observation to evaluate student performance.
5. Lack of **specific feedback** relative to individual student responses.

6. Failure to ascertain and subsequently employ adjustments for student differences including ability, age, maturity, experiences, or prior content knowledge.
7. Lack of sensitivity toward diversity/social justice issues including racism, religious oppression, and heterosexism when planning or delivering instruction.
8. Unaware that it is inappropriate to have different student expectations based on gender.
9. Difficulty employing reflective practitioner practices and lacking the ability to adjust lessons from one class session to the next.
10. Failing to sufficiently research topics displaying inaccurate, weak, or “dated” content knowledge during the delivery of instruction.
11. Unable to make accommodations in lesson planning for students with Individual Educational Programs (IEPs) and the various learning styles of diverse learners.
12. Inefficient use of time during the delivery of the lesson including segments that are too long or short for effective instruction to occur. Pacing during various segments and transitions of a lesson is also problematic for some emerging educators.

## **PRACTICUM STUDENT REQUIREMENTS**

The position of the practicum student is a particularly sensitive one, as the student is expected to fulfill the role of college student and the role of teacher. The student is, therefore, urged to read and review all material in this handbook in order to ensure adherence to college policies and procedures, fulfillment of state requirements for teacher licensure, knowledge of expectations held for the student by the college and its agents, and awareness of how the degree to which the student meets these expectations will be determined. Some of the items in the handbook are also specifically intended to encourage the student to become familiar with the policies and procedures at the practicum site, particularly those of the supervising practitioner. [Note: See the last section of this handbook for additional resources.]

### I. Teaching Requirements

- A. By the close of the student teaching experience, the student teacher will have demonstrated competence in the planning and delivery of instruction, assessment of students, classroom management and professionalism. More specifically, the student teacher must provide evidence for each of the professional standards required by the state. (See “Preservice Performance Assessment Form.”)
- B. The student teacher will plan lessons and units which are appropriate to the interests, needs, and experience of the pupils and to the goals of the school curriculum. Plans should provide for maximum participation, use of available materials/equipment, and utilization of instructional personnel/resources.
- C. Attention should be given to the development of specific objectives which reinforce the goals of the unit, build on prior knowledge, address different learning styles and meet the needs of diverse learners.
- D. A written plan will be developed for each different lesson to be taught by the student teacher and for each unit of instruction for which the student teacher has major responsibility. The student teacher is expected to submit these plans to the supervising practitioner for comment prior to implementation.
- E. The student teacher will develop plans by using a variety of resources and in a manner that demonstrates dynamic interest and involvement. The student teacher will evaluate each lesson as it transpires and will make adjustments to objectives and teaching methods as appropriate.
- F. The student teacher will evaluate his/her performance and the performance of the pupils during and after the lesson. Written comments regarding the lesson, and suggestions for improvement or changes for subsequent lessons, are to be made by the student teacher on the Lesson Plan Form in the reflection column (if one exists, otherwise on a separate sheet of paper). Verbal and written comments should be solicited from the supervising practitioner.
- G. During the lesson, the student teacher will ensure that learners receive timely, correct, and frequent knowledge of results and specific feedback.

- H. In cases in which the student teacher is responsible for selection/creation and administration of tests/assessments, the student teacher will select/create assessments that are valid and reliable, will ensure that the testing environment permits accurate results, and will grade tests fairly and promptly.
- I. The student teacher will perform educational management functions efficiently and effectively. Such functions as recording attendance, forming and moving small groups, setting up and moving materials/equipment, will be done with a minimum of time and error.
- J. In cases in which supervision of pupils is involved, such as the bus, lunch room, and locker room supervision, the student teacher will adhere strictly to department and school policies.
- K. Additionally, in instances in which disciplinary action against pupils is warranted, the student teacher will adhere to department and school policies and to commonly accepted professional practice. The student teacher will attempt to avoid discipline problems by careful planning and execution of lessons, by consistency in policy enforcement, and by judicious use of motivation and reinforcement techniques.
- L. Crisis prevention and procedures
  1. Always exercise care when driving to and from your fieldwork site. In the event of an accident, follow all standard procedures for reporting the accident and getting help for injured parties. As soon as possible, call your supervising practitioner, college supervisor and the Office of Educator Preparation & Licensure, to notify them of the accident.
  2. Follow all of the practices and procedures learned in your classes regarding classroom management, violence prevention and safety issues.
  3. Teach developmentally appropriate lessons and make curricular content relevant to the experience of students from diverse racial, socioeconomic, linguistic and cultural backgrounds. Deal with all students equitably and responsibly.
  4. Conduct yourself in a professional manner. Maintain a professional relationship with your students at all times.
  5. Discuss all concerns and safety issues with your supervising practitioner and/or college supervisor. For example, one of your students may be difficult to control. You are concerned that he/she will get injured. Discuss this individual with your supervising practitioner and/or college supervisor to develop strategies for dealing with this student in order to prevent a mishap from occurring.

## II. Written Work

Complete descriptions of written assignments for practicum may be found in a succeeding portion of this section of the handbook. Written work includes:

Teaching Schedule, Time Record  
 Daily Journal  
 Evidence Binder  
 Lesson Plans with Notes/Reflections  
 Unit Plans, All handouts and assessments  
 Videotape  
 Presentation Portfolio  
 Draft Preservice Performance Assessment (PPA) completed prior to midterm  
 Complete Midterm Evaluation Form  
 Final PPA with all evidence properly cited

Refer to the detailed calendar with specific deadlines that you will receive the first day of your practicum.

## III. Professional Responsibilities

### A. Attendance and Punctuality

1. Except in cases of serious illness and approved excused absence, the student teacher will attend every school activity for which he/she is professionally obligated. This includes professional development workshops and other teacher meetings.
2. The student teacher will personally contact the supervising practitioner, the Director of Educator Preparation & Licensure, and the college supervisor to obtain permission in advance for absences.
3. The single exception to this is a one-day illness, for which permission obviously cannot be obtained, but for which four phone calls giving immediate notice must be made.

School #:

Supervising practitioner home #:

College supervisor home #:

office #:

Office of Educator Preparation & Licensure: (413) 748-3155

4. The student teacher will be punctual for all professional obligations and will be in attendance throughout the function. This includes such items as daily arrival at school on

or before the time specified for regular teaching personnel, departure from school at or after said time, prompt arrival at and full participation in student teaching and school meetings, and prompt and complete attendance at extra-curricular functions, etc.

5. Permission must be granted by the supervising practitioner for late arrival/early dismissal and the college supervisor and Office of Educator Preparation & Licensure must be notified.

### B. Appearance

The student teacher will dress professionally at all times (i.e., shirt and tie with casual or dress slacks for male student teachers and dresses, jumpers, skirts or dress slacks with appropriate blouses for female student teachers). No jeans are permitted for any student teacher. The student teacher will also adhere to any additional requirements set by the supervising practitioner or by a school administrator. It is the obligation of the student teacher to obtain this information.

## GRADING CRITERIA

Your college supervisor in consultation with your supervising practitioner will determine your letter grade. You will be graded on your performance in the following categories:

Category	Percentage
Teaching/Instructional Performance (PPA)	60%
Written Work Lesson Plans and Notes (10%) Daily Journals (10%) Video (1 <sup>st</sup> half)/Portfolio (2 <sup>nd</sup> half) (10%) Unit Plan (10%)	40 %
<b>TOTAL</b>	<b>100%</b>

Please note that the grade on your PPA only reflects your teaching grade (60% of final grade). Your final grade will appear on your transcript.

Students are expected to meet all professional responsibilities of attendance, punctuality, appearance and professional relationships. Failure to fulfill these traditionally expected standards will have a negative impact on your grade. **Failure to attend all seminars will result in a reduction of grade by one-third letter grade for each unexcused absence.**

[Note to College Supervisors: Please use the grade form provided to calculate the final grade. Submit the final grade(s) to Mr. Amato, Coordinator of Physical Education & Health Education Pre-Practicum.]

## WRITTEN ASSIGNMENTS

Written assignments are designed to facilitate the success of the student during the practicum and to serve as evidence that the student has met the MA Department of Elementary and Secondary Education (DESE) professional standards for licensure. A folder which contains all evaluation forms completed by the supervising practitioner, college supervisor, and the student's self evaluations, is retained in either the Education or Physical Education and Health Education department office. The MA DESE Preservice Performance Assessment is kept on file in the Educator Preparation Office for seven years.

### Format and Standards

All written work is to be done in Standard English, with proper grammar, spelling, and punctuation. All written work should be done on a computer and saved, and should be identified by the student's name and type of assignment.

### Teaching Schedule

Send the completed teaching schedule to your college supervisor electronically or hand deliver it by the end of the first week. If the student is not certain of his/her daily schedule by that time, the opening and closing times of the regular school day should be indicated. It is essential that this schedule be complete including planning time, lunch, duties, etc. Rotations of days, weeks, etc. should be articulated using additional written documentation if necessary.

### Daily Journal

The journal is intended to encourage the student to reflect on the practicum experience and to help keep the college supervisor abreast of the student's progress. The journal is not intended to serve as a log of daily events. **All journal entries are to be written daily and are to be at least ½ page, single spaced, in length.** Submitting journals daily will allow your college supervisor to provide immediate feedback on your teaching which will assist you in planning your lessons for that week. In the event that Internet access is not available, an attempt should be made to submit daily journals by another means. If journals are not submitted daily, the feedback you receive will be after the fact and may not prove as valuable in preparing subsequent lessons. The student is encouraged to write about the significant happenings of the day in diary form. Reflections, problems, possible solutions, evaluations, and emotional responses might be included. Here are questions to consider as you write your journal each day:

1. What did you learn today? About the students? Teaching as a profession? Yourself as a teacher? The differences between your classes? etc.
2. What are you working on to improve your teaching? Give specific examples.
3. Are you aware of all of the students in your classroom? Do you find yourself talking to just a few? Are you calling on the students who raise their hands first? How many students in your class did you actually make eye contact with today?
4. What are some of the things you did really well today as a teacher?

5. Do you feel your lessons were well organized and well thought out? Did the activities you planned go well? Did they go as you planned? Will you make changes next time? Did you make a note of this?
6. Did students learn what you wanted? How do you know? What assessment(s) did you use? Was it effective?
7. Do you feel confident that you know your content each day that you teach? Reflect on what it takes for you to feel confident before you begin teaching a new lesson.
8. Are there challenges/questions that you could use help meeting/answering?
9. What stands out the most about the day? Any individual students? A particular class? The difficulty of the content you were teaching? How easy it was to adjust your lesson to meet the needs of all students? The fact that one activity you planned went extremely well?
10. What did you learn that might help you become a better teacher?

Note: Supervisors and/or practicum students may want to focus their daily reflections on different standards each week. For example, one week the practicum student could focus all of his/her reflections on “Standard C - Manages Classroom Climate and Operation.” Another week the focus of reflections could be on “Standard D – Promotes Equity.”

### Evidence Binder

An evidence binder (3-ring notebook) must be maintained throughout the practicum experience. All practicum documents must be put in the evidence binder. This includes all lesson plans, unit plans, homework assignments, handouts, observations, evaluations and selected journal entries. Practicum students should take care not to include journal entries containing confidential or sensitive information about the site, supervising practitioner or the pupils. The evidence binder should be organized in sections by type of document (e.g., lesson plans, observations) and put in chronological order. For example, the first section of the binder may contain all lesson plans in order by date taught, the next section may contain handouts distributed and the next section may be comprised of all completed observation forms. Supervisors will be reviewing documents in this binder to verify all evidence cited on the PPA. Evidence ideas and a sample PPA are included in this handbook.

### Lesson Plans and Notes

The practicum student is to prepare a written lesson plan for each lesson for which he/she is primarily responsible. **The format for the lesson plan should be in accordance with the sample lesson plan included in this handbook.** The student must submit all plans to his/her supervising practitioner in advance of teaching. The first few lesson plans written should be sent electronically to your college supervisor.

Special attention should be given to write notes after each lesson taught. These notes/reflections may be written on the lesson plan itself or a separate sheet of paper. This will enable the practicum student to demonstrate his/her ability to critically analyze and reflect upon instructional performance.

All lesson plans and reflections must be sequentially organized and filed in your evidence binder.

Failure to maintain a proper evidence binder will require the student to submit lesson plans and reflections weekly to their college supervisor.

### Unit Plans

For each practicum placement, the practicum student is to prepare **a written unit plan for one complete unit of instruction** for which he/she is responsible. (Note: Two sites = Two unit plans.) **This unit plan must be completed in accordance with the guidelines included in this handbook.** Each unit plan must include everything detailed in the unit plan guidelines found in this handbook. Use the templates provided. Unit plans designed and used by the practicum student must be submitted to your supervising practitioner and college supervisor prior to teaching the unit. Consult with your college supervisor and supervising practitioner about the unit(s) you will be teaching and the date the complete unit of instruction is due. Considerations for evaluation of the unit plan are included in this handbook.

In addition to submitting one complete written unit plan, it is required that at the very least you have basic unit objectives and a block plan for all other units taught.

**NOTE: ALL LESSON PLANS AND UNIT PLANS MUST BE SUBMITTED TO YOUR SUPERVISING PRACTITIONER PRIOR TO TEACHING EACH UNIT/LESSON AT A PREARRANGED DATE/TIME. ALSO, SHARE YOUR LESSON REFLECTIONS FOR EACH LESSON TAUGHT WITH YOUR SUPERVISING PRACTITIONER.**

### Portfolio

A presentation portfolio will be submitted at the end of the semester. Developing a personal portfolio is an individual matter. It should highlight your strengths and should include items that demonstrate your ability to reach children at all grade levels for which you are being licensed. You should organize your portfolio in such a way that it will assist you in the interview process as you apply for a teaching position. It should contain a section for each standard (e.g., planning, delivering effective instruction, classroom management) and additional sections to showcase your unique strengths/experiences (e.g., technological expertise, ability to meet needs of students with disabilities). It is advisable to have a table of contents, to use plastic sheet protectors and tabs to mark each section. Remember, your portfolio is not a scrapbook, but a visible representation of your work as a teacher. It is quality not quantity that counts. The exact content is your choice. Specific guidelines and tips for developing and evaluating your portfolio are found in this handbook and will be discussed as part of your seminars.

### Videotape

**Everyone must submit at least one videotape observation report with a complete lesson plan two weeks prior to the completion of each practicum (Two sites = Two videotapes).** The purpose of this assignment is to give you an opportunity to do a self evaluation while you watch yourself teach (a picture is worth a thousand words). The following are some tips for videotaping.

1. Tape several classes (ideally early and late in your student teaching).
2. Use the remote microphone (equipment can be checked out from Media Services).

3. Make sure you can be identified on the tape. Before taping a class, say your name, the date, the time of the class, grade level, 2-3 objectives for the lesson, the name of the activity, and the number of the lesson (e.g., 3rd of 10) in the unit.
4. Whoever is taping should focus in on you when you are giving instructions to the class. Once the activity begins, it is desirable to have a wide open shot of the classroom/gym/field, showing your movement around the area, your interaction with the students, but also showing what the students with whom you are not working with are doing.
5. **In order to do your self evaluation, sit down and watch yourself teaching at least one class on the tape. Determine, together with your college supervisor and supervising practitioner, a specific focus for this observation/evaluation. Write your self evaluation on the Practicum Observation Form. (This is your videotape observation report.)**
6. Hand in your videotape observation report together with your lesson plan 1-2 weeks prior to the end of your practicum experience. See deadline calendar for specific dates.

NOTE: Your seminar professor may make arrangements for you to share a video clip in seminar and/or your college supervisor may request to see the videotape. If there is something in particular you want your college supervisor to see, set the tape at that point and indicate on a note that the tape should not be rewound but just played from that point forward.

### Self Evaluation – Midterm

Submit draft Preservice Performance Assessment (PPA) with the evidence column filled in to the college supervisor and supervising practitioner prior to the midterm. All documents must be cited as specifically as possible (e.g., lesson plan date/number, date of observation, date of journal entry).

Complete the 2-page Midterm Evaluation Form. Use the draft PPA, the PPA rubric and the MA Department of Elementary and Secondary Education “Guidelines for Preservice Performance Assessment Evaluation Questions” to independently fill out the midterm form. The guidelines and samples of these forms may be found in the forms section of this handbook.

### Self Evaluation – Final

Submit an electronic copy of the final draft of the Preservice Performance Assessment (PPA) with the evidence column filled in to the college supervisor and supervising practitioner 3-5 days prior to the final evaluation meeting. Make sure all documents are cited correctly and can be found in the evidence binder.

### Time Record

It is imperative that the student keep an accurate record of time spent at the practicum site, observing, assisting and actually teaching. Other duties such as bus duty, lunch room duty, etc. should also be noted on the time record. This information is recorded on the student’s official practicum report that is used for licensure purposes and is part of the student’s permanent academic record. The student is reminded that a minimum of 150 hours at each practicum site is required; if possible at least 135 of these hours should consist of direct instructional responsibility. (It is expected that you will actually have 225 clock hours or more at each site.)

***Clinical students only:*** The student is reminded that a **minimum of 130 hours** at the fieldwork site is required; at least **117** of these hours must consist of **direct instructional** responsibility.

The time record form should be submitted to the Director of Educator Preparation & Licensure at the end of the practicum. A sample of the form may be found at the end of this section of the handbook.

### Supervising Persons Thank You Notes

Practicum students are expected to personally thank each person who was of help during their practicum. This is best done through a thank you note or letter. A form on which you can list all individuals you plan to thank can be found in the forms section of this handbook.

### Seminars and Meetings

All practicum students will have several practicum meetings and seminars on campus. The objectives of these meetings/seminars include; providing the practicum student with necessary and useful information about the practicum, reviewing professional roles and responsibilities, and providing opportunities for the student to discuss practicum experiences with other students and the college supervisors. Unexcused absences from meetings/seminars will result in the lowering of the student's grade by one-third letter grade for each absence. Practicum students will also meet with their college supervisor from time to time either at their fieldwork site or on campus.

**Springfield College**  
Teaching Practicum  
1<sup>st</sup> half 7-Week Calendar

<i>Meeting Dates at a Glance</i>	
<b>All Student Teachers</b>	
First Meeting	9 a.m.–3 p.m.
Mid-Semester	9 a.m.–3 p.m.
Last Meeting	9 a.m.–3 p.m.
<b>Physical &amp; Health Education</b>	
Once per half-semester	6-8 p.m.
<b>ECED/ELEM/SPED/SEC</b>	
Wednesdays	4–5:40 p.m.

<b>First Meeting</b>	<b>All Day Meeting</b>	<b>9 a.m.–3 p.m.</b>	<b>TBD</b>
----------------------	------------------------	----------------------	------------

### FIRST HALF PRACTICUM

#### **Week 1** Practicum begins

Submit journals to your college supervisor **daily**

Provide college supervisor with a detailed teaching schedule (electronically or in writing)

- Include prep time, lunch, and extra duties.
- Identify best times during the first 2 weeks for a 3-way meeting between the Student Teacher (ST), College Supervisor (CS) and Supervising Practitioner (SP).

Obtain **two** 3-ring binders:

- *To organize all evidence for PPA* in chronological order by type (e.g., lesson plans with notes, handouts, assessments, student work, journals, supervisor observations)
- *To organize materials for presentation portfolio (sheet protectors/tabs)*

Get a copy of the curriculum and find out what you probably will be teaching.

Establish best times to submit questions & get feedback from your supervising practitioner.

Review school policies related to procedures and routines.

Get permission to take photos and videotape at assigned school.

Send your first journal entry to your college supervisor.

#### **Week 2** Download and save blank Preservice Performance Assessment (PPA) form

Begin to collect evidence and add to the PPA (see sample in handbook).

Use information from a variety of sources (library, internet, teachers, and professors) to begin planning unit(s)/lessons.

Remember to send journals every day to your college supervisor.

#### **Week 3** Submit all lesson plans/unit plans to SP (& CS if requested) in advance of teaching

Establish date for midterm visit and evaluation (3-way meeting)

Put all completed lesson plans with notes/reflections in evidence binder.

Continue to collect evidence for PPA.

- Organize evidence binder chronologically by type of evidence (e.g. lesson plans, relevant journal entries, supervisor observations, etc.).

Make arrangements to be videotaped (Investigate logistics: HOW and WHEN).

Continue to send journals every day to your college supervisor.

**[PE & HE only] Seminar, 6-8 p.m., TBD**

- Bring draft PPA, evidence binder, presentation portfolio with sheet protectors, tabs, a draft Table of Contents, philosophy of education and why you want to teach PE and/or health (these should be formatted for inclusion in portfolio).
- Bring one insightful journal entry to share and all of your questions.

**Weeks 4 & 5 MIDTERM VISIT and EVALUATION (3-way meeting)**

Submit draft PPA with evidence to CS & SP 3-5 days in advance of midterm visit

Complete 2-page midterm evaluation form (in packet) prior to midterm visit

Continue to send journals to your college supervisor.

**Week 6**

Submit assessment of videotaped lesson to college supervisor by Monday

- Follow directions in handbook and use observation form.
- PE & HE ONLY – Bring copy of taped lesson to mid-semester meeting.

Submit revised PPA (with evidence column completed) to CS & SP by Friday

- Make evidence binder available to CS & SP whenever requested.

Continue to send journals to your college supervisor.

**Week 7****FINAL VISIT and EVALUATION (3-way meeting)**

Submit all required work to college supervisor by the last day of practicum

**Mid-Semester**

**All Day Meeting on campus, 9 a.m.–3 p.m. TBD**

*Everyone bring completed time records and surveys for first placement to meeting*

*[PE & HE only – Bring videotape to campus for afternoon seminar]*

**NOTE: College Supervisor submits 1<sup>st</sup> half practicum report and PPA with all sections completed and all signatures to the Educator Prep Office by mid-semester meeting**

**Springfield College**  
Teaching Practicum  
2<sup>nd</sup> half 7-Week Calendar

<b>Mid-Semester</b>	<b>All Day Meeting</b>	<b>9 a.m.–3 p.m.</b>	<b>TBD</b>
---------------------	------------------------	----------------------	------------

<i>2<sup>nd</sup> Half Meeting Dates at a Glance</i>	
<b>All Student Teachers</b>	
<b>Mid-Semester</b>	<b>9 a.m.–3 p.m.</b>
<b>Last Meeting</b>	<b>9 a.m.–3 p.m.</b>

<b>Physical &amp; Health Education</b>	
<b>Once per half-semester 6-8 p.m.</b>	
<b>ECED/ELEM/SPED/SEC</b>	
<b>Wednesdays 4–5:40 p.m.</b>	

**SECOND HALF PRACTICUM**

**Week 1** Practicum begins

Submit journals to your college supervisor *daily*

Provide college supervisor with a detailed teaching schedule (electronically or in writing)

- Include prep time, lunch, and extra duties.
- Identify best times during the first 2 weeks for a 3-way meeting between the Student Teacher (ST), College Supervisor (CS) and Supervising Practitioner (SP).

Start a new evidence binder for new 2<sup>nd</sup> half PPA

- Insert 2<sup>nd</sup> half evidence in chronological order by type (e.g., lesson plans with notes, handouts, assessments, student work, journals, supervisor observations)

Get a copy of the curriculum and find out what you probably will be teaching.

Establish best times to submit questions & get feedback from your supervising practitioner.

Review school policies related to procedures and routines.

Get permission to take photos and videotape at assigned school.

Continue to send journals to your college supervisor.

**Week 2** Save another copy of the blank Preservice Performance Assessment (PPA) form

Begin to collect evidence and add to the PPA (see sample in handbook).

Use information from a variety of sources (library, internet, teachers and professors) to begin planning unit(s)/lessons.

Continue to send journals to your college supervisor.

**Week 3** Submit all lesson plans/unit plans to SP (& CS if requested) in advance of teaching

Establish date for midterm visit and evaluation (3-way meeting)

Put all completed lesson plans with notes/reflections in new evidence binder.

Continue to collect other evidence for PPA.

- Organize new evidence binder chronologically by type of evidence (e.g. lesson plans, relevant journal entries, supervisor observations).

Make arrangements to be videotaped (Investigate logistics: HOW and WHEN).

Continue to work on presentation portfolio.

**[PE & HE only] Seminar, 6-8 p.m., TBD**

Bring draft 2<sup>nd</sup> half PPA, up-to-date evidence binder and portfolio. Evidence binder should contain all 2<sup>nd</sup> half evidence.

Portfolio should be more than halfway completed with all materials organized and inserted (be selective).

Bring one example (from 1<sup>st</sup> half or 2<sup>nd</sup> half) of how you made adjustments to a lesson to meet the special needs of one or more students (e.g. how you differentiated instruction for a student with autism).

Bring one example of how you effectively utilized a one-on-one aide/paraprofessional.

**Weeks 4 & 5 MIDTERM VISIT and EVALUATION (3-way meeting)**

Submit draft PPA with evidence to CS & SP 3-5 days in advance of midterm visit

Complete 2-page midterm evaluation form (in packet) prior to midterm visit

Continue to work on presentation portfolio.

**Week 6**

Submit assessment of videotaped lesson to college supervisor by Monday

- Follow directions in handbook and use observation form.

Submit revised PPA (with evidence column completed) to CS & SP by Friday

- Make evidence binder available to CS & SP whenever requested.

Continue to work on presentation portfolio.

**Week 7****FINAL VISIT and EVALUATION (3-way meeting)**

Submit final presentation portfolio to college supervisor

- Note: You need your portfolio back for the final meeting.

Submit all other required work to college supervisor by the last day of practicum

**Final Meeting**

**All Day Meeting (seminar) on campus, 9 a.m.–3 p.m. TBD**

*Everyone bring completed time records, surveys and portfolio to meeting*

*[PE & HE only will have mock interviews in the afternoon]*

**NOTE: College Supervisor submits 2<sup>nd</sup> half practicum report and PPA with all sections completed and all signatures to the Educator Prep Office by final meeting**

## **Section III**

# **MA Comprehensive Health Curriculum Framework Standards, Guidelines for Lesson & Unit Plans, Evidence Binder Checklist & Presentation Portfolio**

## *MA Comprehensive Health Curriculum Framework*

### *Pre-K–12 Standards*

<b>Growth &amp; Development</b>	Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.
<b>Physical Activity &amp; Fitness</b>	Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.
<b>Nutrition</b>	Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.
<b>Reproduction/Sexuality</b>	Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.
<b>Mental Health</b>	Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.
<b>Family Life</b>	Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.
<b>Interpersonal Relationships</b>	Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.
<b>Disease Prevention &amp; Controls</b>	Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.
<b>Safety &amp; Injury Prevention</b>	Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.
<b>Tobacco, Alcohol, &amp; other Substances</b>	Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.
<b>Violence Prevention</b>	Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.
<b>Consumer Health &amp; Resource Management</b>	Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.
<b>Ecological Health</b>	Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.
<b>Community &amp; Public Health</b>	Students will learn the influence of social factors on health and contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

Go to this link to get a copy of the entire MA Comprehensive Health Curriculum Framework

<http://www.doe.mass.edu/frameworks/current.html>

*Published October, 1999*

**SPRINGFIELD COLLEGE – HEALTH LESSON PLAN TEMPLATE**

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

School \_\_\_\_\_ Lesson # \_\_\_\_\_

Grade \_\_\_\_\_ Class size \_\_\_\_\_ Class/Time \_\_\_\_\_

Unit/Theme \_\_\_\_\_ Lesson Focus \_\_\_\_\_

Objectives (must be measurable, use action verbs and include elements of success)  
Cite appropriate standards from MA Comprehensive Health Curriculum Frameworks  
*By the end of the lesson, students should be able to:*

Materials/Supplies/Lesson Preparation

Special Accommodations (How will the special needs of individual students be met?)

References/Resources (include books, articles, websites, etc.)

Opening (activator/instant activity)

Procedures – Step by step description of teaching strategies/methods/pedagogy to be used. (Include time frame for each activity, transitions, extensions/adaptations, cooperative learning techniques – jig saw, pair/share, etc.)

List Assessment(s) – informal or formal – how do you know they have learned the desired content and you have achieved your objectives?

Closure/Summarizer

Notes/Reflection (to be completed right after you finish teaching a particular lesson)

What did you accomplish? How much did the students learn? What would you leave the same and what might you change in the future to improve this lesson?

**HEALTH LESSON PLAN RUBRIC**

<b>HEALTH LESSON PLAN RUBRICS</b>	<b>Exemplary A</b>	<b>Above Average B</b>	<b>Average C</b>
<p><b><u>Key Elements</u></b></p> <ul style="list-style-type: none"> <li>■ All sections complete</li> <li>■ MA CF standard(s) cited after each objective</li> <li>■ Written clearly throughout</li> <li>■ Use of open-ended/probing questions</li> <li>■ Possible lesson extensions clear</li> <li>■ Quality of selected teaching strategies</li> <li>■ Quality and connection of stated objectives and proposed assessment methods</li> <li>■ Organization, procedures, and transitions designed allotting sufficient and reasonable time for each selected instructional activity – good “flow”</li> <li>■ Detailed time plan within lesson</li> <li>■ Effective opening (“hook”) and closing (“summarizer”) segments in the lesson</li> </ul>	<p>The lesson is appealing, and it invites students to be creative. It supports student choice and encourages students to take responsibility for their learning by having at least one section that has an open-ended design. Abilities of all students addressed in the lesson’s design.</p>	<p>The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students’ interests and abilities.</p>	<p>The lesson is appealing, and there is some evidence of instructional flexibility or accommodation of students’ interests and abilities.</p>
	<p>The lesson is complete, deep, and adaptable. It offers extensions for more motivated learners <b>and/or</b> adaptations for students with special needs <b>or</b> learning style preferences.</p>	<p>The lesson is complete, goes into depth, but lacks specific examples of adaptations for students with special needs or learning style preferences.</p>	<p>The lesson is complete, but lacks depth and may be sketchy. It does not offer strategies for adaptations to students with special needs or learning style preferences.</p>
	<p>Educational objectives are clear, obtainable, and measurable. Multiple and alternative assessment strategies are described that align with stated objectives including level of expected student achievement for each assessment strategy.</p>	<p>There is adequate identification of educational objectives and assessment strategies with some alignment between stated objective and selected assessment strategy and some expected level of student achievement.</p>	<p>There is little or no evidence of connection between educational objectives and assessment strategies. Level of expected student achievement not clearly identified.</p>
	<p>Description is sufficiently clear to enable a third party to attempt teaching the lesson. Description is clear, yet economical.</p>	<p>Description is somewhat clear but is wordy, repetitive, or incomplete with possibly confusing segments.</p>	<p>Description is unclear and difficult to follow/interpret.</p>
	<p>The behavior assessed <b>exactly matches</b> the behavior described in the objective and description of the lesson</p>	<p>The behavior assessed <b>closely resembles</b> the behavior described in the objective and description of the lesson.</p>	<p>The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.</p>
	<p>Time frame for every selected activity accurate, reasonable, and effective.</p>	<p>Time frame for most activities accurate, reasonable, and effective.</p>	<p>Time management within various segments of the lesson needs improvement.</p>

**WEB RESOURCES FOR HEALTH LESSON PLANNING**  
**Updated Summer 09**

**Internet Sites for Health Lesson Plans**

SITE NAME or TOPIC	LINK
<b>Addictions</b>	<a href="http://www.aadac.com/552_612.asp">http://www.aadac.com/552_612.asp</a>
<b>Advocates for Youth</b>	<a href="http://www.advocatesforyouth.org/lessonplans/index.htm">http://www.advocatesforyouth.org/lessonplans/index.htm</a>
<b>Alcohol</b>	<a href="http://science.education.nih.gov/supplements/nih3/alcohol/guide/guide_toc.htm">http://science.education.nih.gov/supplements/nih3/alcohol/guide/guide_toc.htm</a>  <a href="http://www.frankwbaker.com/alclssonplans.htm">http://www.frankwbaker.com/alclssonplans.htm</a>
<b>Awesome Library</b>	<a href="http://www.awesomelibrary.org/Library/Materials_Search/Lesson_Plans/Health.htm">http://www.awesomelibrary.org/Library/Materials_Search/Lesson_Plans/Health.htm</a>
<b>BioEd</b>	<a href="http://www.bioedonline.org/resources/">http://www.bioedonline.org/resources/</a>
<b>Breaking News (ELL Resource)</b>	<a href="http://www.breakingnewsenglish.com/health.html">http://www.breakingnewsenglish.com/health.html</a>
<b>Case Studies</b>	<a href="http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm#latest">http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm#latest</a>
<b>CDC</b>	<a href="http://apps.nccd.cdc.gov/sher/">http://apps.nccd.cdc.gov/sher/</a>  <a href="http://www.cdc.gov/search.do?action=search&amp;queryText=lesson+plans">http://www.cdc.gov/search.do?action=search&amp;queryText=lesson+plans</a>
<b>Connecticut's Team Nutrition Program</b>	<a href="http://www.sp.uconn.edu/~cthompso/">http://www.sp.uconn.edu/~cthompso/</a>
<b>Discovery Education Health</b>	<a href="http://school.discoveryeducation.com/lessonplans/health.html">http://school.discoveryeducation.com/lessonplans/health.html</a>
<b>Education Helper</b>	<a href="http://www.edhelper.com/Health.htm">http://www.edhelper.com/Health.htm</a>
<b>Education Place</b>	<a href="http://www.eduplace.com/cgi-bin/searchengine.cgi?SEARCH=Health+or+Nutrition&amp;WORD_POINTS=0,1,0,0">http://www.eduplace.com/cgi-bin/searchengine.cgi?SEARCH=Health+or+Nutrition&amp;WORD_POINTS=0,1,0,0</a>
<b>Education World</b>	<a href="http://www.education-world.com/atsl/archives/health.shtml">http://www.education-world.com/atsl/archives/health.shtml</a>

<b>Educators Reference Desk</b>	<a href="http://www.eduref.org/cgi-bin/lessons.cgi/Health">http://www.eduref.org/cgi-bin/lessons.cgi/Health</a>
<b>Fast Food Choices</b>	<a href="http://www.education-world.com/atsl/archives/health.shtml">http://www.education-world.com/atsl/archives/health.shtml</a>
<b>FDA</b>	<a href="http://k6educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.fda.gov%2Foc%2Fopacom%2Fkids%2Fdefault.htm">http://k6educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.fda.gov%2Foc%2Fopacom%2Fkids%2Fdefault.htm</a>
<b>Glencoe Health</b>	<a href="http://www.ntc-school.com/sec/health/teachres/lessonplans.shtml">http://www.ntc-school.com/sec/health/teachres/lessonplans.shtml</a>
<b>Health Smart</b>	<a href="http://www.gp.com/search/default.aspx?q=lesson+plans">http://www.gp.com/search/default.aspx?q=lesson+plans</a>
<b>Health Teacher</b>	<a href="http://www.healthteacher.com/">http://www.healthteacher.com/</a> LOGIN: <a href="mailto:pmcdiarm@spfldcol.edu">pmcdiarm@spfldcol.edu</a> PASSWORD: gymdandy
<b>Healthy Choices</b>	<a href="http://www.healthychoices.org/index.php?page_id=28">http://www.healthychoices.org/index.php?page_id=28</a>
<b>Heart Power</b>	<a href="http://www.americanheart.org/presenter.jhtml?identifier=3003357">http://www.americanheart.org/presenter.jhtml?identifier=3003357</a>
<b>Hot Chalk</b>	<a href="http://www.lessonplanspage.com/PE.htm">http://www.lessonplanspage.com/PE.htm</a>
<b>In the Mix</b>	<a href="http://www.pbs.org/inthemix/educators/lessons/index.html">http://www.pbs.org/inthemix/educators/lessons/index.html</a>
<b>Instructor Web</b>	<a href="http://www.instructorweb.com/health.asp">http://www.instructorweb.com/health.asp</a>
<b>IWeb</b>	<a href="http://www.indiana.edu/~iweb/lesson/health/index.html">http://www.indiana.edu/~iweb/lesson/health/index.html</a>
<b>Jeopardy</b>	<a href="http://www.ewhitgames.com/mcjeopardy/index.php">http://www.ewhitgames.com/mcjeopardy/index.php</a>
<b>Kathy Schrock's Guide for Educators</b>	<a href="http://school.discoveryeducation.com/lessonplans/health.html">http://school.discoveryeducation.com/lessonplans/health.html</a>
<b>Lesson Plan Search</b>	<a href="http://www.lessonplansearch.com/Health and PE/index.html">http://www.lessonplansearch.com/Health and PE/index.html</a>
<b>Lesson Planet</b>	<a href="http://www.lessonplanet.com/directory/Health">http://www.lessonplanet.com/directory/Health</a>
<b>Lesson Planz</b>	<a href="http://lessonplanz.com/Lesson_Plans/Health/">http://lessonplanz.com/Lesson_Plans/Health/</a>
<b>Lesson Tutor</b>	<a href="http://www.lessontutor.com/PEGenhome.html">http://www.lessontutor.com/PEGenhome.html</a>
<b>Media Literacy</b>	<a href="http://www.media-awareness.ca/english/teachers/lesson_search_results.cfm">http://www.media-awareness.ca/english/teachers/lesson_search_results.cfm</a> <a href="http://www.ibiblio.org/pub/electronic-publications/stay-free/ml/index.html">http://www.ibiblio.org/pub/electronic-publications/stay-free/ml/index.html</a>

<b>Media Sharp</b>	<a href="http://www.cdc.gov/tobacco/youth/educational_materials/videos_videos/media_literacy/MediaSharp/index.htm">http://www.cdc.gov/tobacco/youth/educational_materials/videos_videos/media_literacy/MediaSharp/index.htm</a>
<b>Mental Illness</b>	<a href="http://science.education.nih.gov/supplements/nih5/Mental/guide/guide_toc.htm">http://science.education.nih.gov/supplements/nih5/Mental/guide/guide_toc.htm</a>
<b>MREL</b>	<a href="http://www.mcrel.org/lesson-plans/health/healthpelessons.asp">http://www.mcrel.org/lesson-plans/health/healthpelessons.asp</a>
<b>Murray County Teacher Tools</b>	<a href="http://www.murray.k12.ga.us/teacher/kara%20leonard/TeacherTools.htm">http://www.murray.k12.ga.us/teacher/kara%20leonard/TeacherTools.htm</a>
<b>New York Times Daily Lesson Plans</b>	<a href="http://www.nytimes.com/learning/teachers/lessons/health.html">http://www.nytimes.com/learning/teachers/lessons/health.html</a>
<b>NIDA</b>	<a href="http://teens.drugabuse.gov/mom/tg_intro.php">http://teens.drugabuse.gov/mom/tg_intro.php</a>
<b>Nutrition (Middle School)</b>	<a href="http://teammnutrition.usda.gov/Educators/yourself.html">http://teammnutrition.usda.gov/Educators/yourself.html</a>
<b>Nutrition (Elementary)</b>	<a href="http://www.nutritionexplorations.org/educators/lessons-main.asp">http://www.nutritionexplorations.org/educators/lessons-main.asp</a>
<b>PBS Lesson Plans</b>	<a href="http://www.pbs.org/teachers/healthfitness/">http://www.pbs.org/teachers/healthfitness/</a>
<b>PBS Lesson Plans</b>	<a href="http://www.pbs.org/teachers/">http://www.pbs.org/teachers/</a>
<b>PE Central</b>	<a href="http://www.pecentral.org/lessonideas/health/healthlp.asp">http://www.pecentral.org/lessonideas/health/healthlp.asp</a>
<b>Pregnancy Prevention</b>	<a href="http://www.etr.org/recapp/archives.htm">http://www.etr.org/recapp/archives.htm</a>
<b>Pro Teacher</b>	<a href="http://www.proteacher.com/110025.shtml">http://www.proteacher.com/110025.shtml</a>
<b>Project Lean (Nutrition and Fitness)</b>	<a href="http://www.californiaprojectlean.org/resourceLibrary/LibraryDetail.asp?CGUID=%7BADB65808%2D35E1%2D49E7%2DDBB4F%2D1AA965ADC3DA%7D&amp;CIID=res%5F1041&amp;CIV=1&amp;CATNID=1034&amp;CATNGUID=%7BF3D36CCC%2D0F4B%2D4C1E%2D90A8%2DB6561043607C%7D">http://www.californiaprojectlean.org/resourceLibrary/LibraryDetail.asp?CGUID=%7BADB65808%2D35E1%2D49E7%2DDBB4F%2D1AA965ADC3DA%7D&amp;CIID=res%5F1041&amp;CIV=1&amp;CATNID=1034&amp;CATNGUID=%7BF3D36CCC%2D0F4B%2D4C1E%2D90A8%2DB6561043607C%7D</a>
<b>Rock and roll Hall of Fame</b>	<a href="http://www.rockhall.com/teacher/sti-lesson-plans/">http://www.rockhall.com/teacher/sti-lesson-plans/</a>
<b>Safe Healthy Schools</b>	<a href="http://www.safehealthyschools.org/lessonplansintro.htm">http://www.safehealthyschools.org/lessonplansintro.htm</a>
<b>Skills-based Lessons</b>	<a href="http://www.aadac.com/552_609.asp">http://www.aadac.com/552_609.asp</a>
<b>Smart Mouth</b>	<a href="http://www.cspinet.org/smartmouth/index1.html">http://www.cspinet.org/smartmouth/index1.html</a>

<b>Success Link</b>	<a href="http://www.successlink.org/GTI/search-results.asp">http://www.successlink.org/GTI/search-results.asp</a>
<b>Teach Net</b>	<a href="http://www.teachnet.com/lesson/health/index.html">http://www.teachnet.com/lesson/health/index.html</a>
<b>Teacher Stuff</b>	<a href="http://atozteacherstuff.com/Themes/Fire_Safety/">http://atozteacherstuff.com/Themes/Fire_Safety/</a>
<b>Teacher Vision (7 days trial)</b>	<a href="http://www.teachervision.fen.com/tv/subjects.php">http://www.teachervision.fen.com/tv/subjects.php</a>
<b>Teach-nology</b>	<a href="http://www.teach-nology.com/teachers/lesson_plans/health/">http://www.teach-nology.com/teachers/lesson_plans/health/</a>
<b>The Teacher's Corner</b>	<a href="http://www.theteacherscorner.net/lesson-plans/health/index.htm">http://www.theteacherscorner.net/lesson-plans/health/index.htm</a>
<b>Thinkfinity</b>	<a href="http://thinkfinity.org/PartnerSearch.aspx?Search=True&amp;orgn_id=&amp;subject=all&amp;partner=all&amp;resource_type=all&amp;q=health&amp;grade=all">http://thinkfinity.org/PartnerSearch.aspx?Search=True&amp;orgn_id=&amp;subject=all&amp;partner=all&amp;resource_type=all&amp;q=health&amp;grade=a ll</a>
<b>Wellness</b>	<a href="http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/Destination_Wellness.htm">http://www.marylandpublicschools.org/MSDE/programs/schoolnut rition/Destination_Wellness.htm</a>

**Additional Health Information Web Resources****Consumer Health:**

**ADOL Adolescent Directory Online:** <http://education.indiana.edu/cas/adol/adol.html>  
**BADvertising:** <http://www.badvertising.org/>  
**BBC Online Health and Fitness:** <http://www.bbc.co.uk/health/>  
**CAPHIS:** <http://www.caphis.mlanet.org/consumer/consumergeneral.html>  
**CDC Hoaxes and Rumors:** [http://www.cdc.gov/hoax\\_rumors.htm](http://www.cdc.gov/hoax_rumors.htm)  
**Center for the Advancement of Health:** <http://www.cfah.org/>  
**Center for Reproductive Law and Policy** <http://www.crlp.org>  
**Consumer Association of Canada:** <http://www.consumer.ca/>  
**Consumer Connection:** <http://athealth.com/Consumer/>  
**Consumer Health Information Consortium:** <http://www.pifonline.org.uk/>  
**Federal Citizen Information Center:** <http://www.pueblo.gsa.gov/>  
**FDA Consumer Magazine:** <http://www.fda.gov/fdac/default.htm>  
**Food borne Education Resource Center:** <http://www.nal.usda.gov/foodborne/index.html>  
**Mayo Clinic:** <http://www.mayoclinic.com/>  
**National Council Against Health Fraud:** <http://www.ncahf.org/>  
**People, Places, and Things That Help Me:** [http://www.kidshealth.org/kid/feel\\_better/](http://www.kidshealth.org/kid/feel_better/)  
**Public Citizen:** <http://www.citizen.org/hrg/links/index.cfm>  
**QuackWatch:** <http://www.quackwatch.org/>  
**Reuters Health:** <http://www.reutershealth.com/en/index.html>

**Dental Health:**

**Colgate Kids World:** <http://kids-world.colgate.com/app/Kids-World/US/HomePage.cvsp>  
**Colgate Educator's Resource:** <http://www.colgatebsbf.com/default.asp>  
**Health Teeth:** <http://www.healthyteeth.org/>  
**Simple Steps to Better Dental Health:**  
<http://www.simplestepsdental.com/SS/ihSS/r.WSIHW000/st.31819/t.31819/pr.3.html>  
**Sparkle City – Crest Website:** <http://www.pgschoolprograms.com/links/>

**Disease:**

**AIDS Education Global Information System** <http://www.aegis.com>  
**American Cancer Society:** <http://www.cancer.org/docroot/home/index.asp?level=0>  
**American Social Health Association (ASHA)** <http://www.ashastd.org/>  
**American Foundation for AIDS Research Far (AmfAR)** <http://www.amfar.org>  
**Asthma and Schools:** <http://www.asthmaandschools.org/>  
**Center for AIDS Prevention Studies:** <http://www.caps.ucsf.edu/capsweb/index.html>  
**Journal of the American Medical Association:** <http://jama.ama-assn.org/>  
**Office of Disease Prevention and Health Promotion:** <http://odphp.osophs.dhhs.gov/Default.htm>

**Environmental Health:**

America Recycles Day: <http://americarecyclesday.org/>  
Children's Environmental Health Network: <http://www.cehn.org/index.html>  
Environmental Health Perspectives: <http://ehp.niehs.nih.gov/>  
Environmental Working Group: <http://www.ewg.org/reports/apples/applepr.html>  
National Institute of Environmental Health Sciences: <http://www.niehs.nih.gov/>  
National Environmental Health Association: <http://www.neha.org/>  
U.S. Environmental Health Agency: <http://www.epa.gov/region5/defs/>  
WHO: Protection of the Human Environment: <http://www.who.int/phe/en/>

**General Health Information:**

All Reference Health: <http://health.allrefer.com/>  
American Association for Health Education: <http://www.aahperd.org/aahe/template.cfm>  
American Cancer Society: <http://www.cancer.org/docroot/home/index.asp>  
American Diabetes Association: <http://www.diabetes.org/home.jsp>  
American Heart Association: <http://www.amhrt.org/presenter.jhtml?identifier=1200000>  
American Journal of Health Promotion: <http://www.healthpromotionjournal.com/database.htm>  
American Lung Association: <http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=22542>  
American Red Cross: <http://www.redcross.org/>  
Association of Schools of Public Health: <http://www.asph.org/>  
Centers for Disease Control and Prevention: <http://www.cdc.gov/>  
CNN Library: <http://www.cnn.com/HEALTH/library/>  
Discovery Channel: [http://health.discovery.com/?clik=www\\_nav\\_dhc](http://health.discovery.com/?clik=www_nav_dhc)  
Girls Inc.: <http://www.girlsinc.org/>  
Health Behavior: <http://www.healthbehavior.com/index3.shtml>  
Health Directory: <http://www.health-dir.com>  
HealthFinder: <http://www.healthfinder.gov/>  
Health Information Resource Center: <http://www.healthawards.com/nhia/about.htm>  
Healthy People 2000: <http://odphp.osophs.dhhs.gov/pubs/hp2000/>  
Health Promotion and Wellness Resource: <http://www.siu.edu/departments/bushea/>  
Health Teacher: <http://www.healthteacher.com/?REFERRER=AAHE>  
Massachusetts Comprehensive Health Curriculum Framework:  
<http://www.doe.mass.edu/frameworks/health/1999/1099.pdf>  
Mayo Clinic: <http://www.mayoclinic.com/index.cfm>  
MedlinePlus: <http://www.nlm.nih.gov/medlineplus/tutorial.html>  
MedWeb at Emory University: <http://www.medweb.emory.edu/MedWeb/>  
National Health Information Center: <http://www.health.gov/nhic/>  
National Institutes of Health: <http://health.nih.gov/>  
NOVA – Science Programming: <http://www.pbs.org/wgbh/nova/>  
SOPHE (Society for Public Health Education): <http://www.sophe.org/about/ethics.html>  
The Center for Health and Health Care in Schools: <http://www.healthinschools.org/home.asp>  
U.S. Department of Health and Human Services: <http://www.hhs.gov/>  
Wellness Council of America: <http://www.welcoa.org/>  
World Health Organization: <http://www.who.int/en/>  
Youth Risk Behavior Surveillance: [http://www.cdc.gov/nccdphp/aag/aag\\_yrbss.htm](http://www.cdc.gov/nccdphp/aag/aag_yrbss.htm)

**Human Body:**

**Kid Info:** [http://www.kidinfo.com/health/human\\_body.html](http://www.kidinfo.com/health/human_body.html)

**Virtual Body:** <http://medtropolis.com/VBody.asp>

**Nutrition:**

**American Dietetic Association:** <http://www.eatright.org/Public/>

**Campbell's Center for Nutrition and Wellness:**

<http://www.campbellwellness.com/livingwell/Default.asp>

**Connecticut's Team Nutrition Program:** <http://www.team.uconn.edu/>

**Dole 5 A Day:** <http://www.dole5aday.com/>

**Eating Disorder Information Network:** <http://www.edin-ga.org/>

**Fast Food facts:** <http://www.kenkuhl.com/fastfood/fastfacts.shtml>

**Florida Citrus Land:** <http://www.floridajuice.com/floridacitrus/kids/>

**Food Guide Pyramid:** <http://schoolmeals.nal.usda.gov/py/pmap.htm>

**Kelloggs:** <http://www.kelloggs.com/nutrition/index.html>

**Lunch Buddy Game:**

[http://www.scu.edu.au/schools/edu/student\\_pages/xmas\\_2002/klandrigan/foodgame.html](http://www.scu.edu.au/schools/edu/student_pages/xmas_2002/klandrigan/foodgame.html)

**National Dairy Council:** <http://www.nationaldairycouncil.org/>

**Nutrition Café:** <http://exhibits.pacsci.org/nutrition/>

**Nutrition Explorations:** <http://www.nutritionexplorations.org/>

**Rate Your Plate:** <http://sp.uconn.edu/~cthompso/game.html>

**Self Image/Self Esteem:**

**Good Character:** <http://www.goodcharacter.com/BCBC/SelfEsteem.html>

**In the Mix:** [http://www.pbs.org/inthemix/selfimage\\_index.html](http://www.pbs.org/inthemix/selfimage_index.html)

**Self Esteem Theme Page:** [http://www.cln.org/themes/self\\_esteem.html](http://www.cln.org/themes/self_esteem.html)

**Safety:**

**Amateur Sports: Injuries and Preventing Them:** <http://www.amateur-sports.com/injuries.htm>

**Center for Food Safety and Applied Nutrition:** <http://vm.cfsan.fda.gov/list.html>

**Center for Prevention of School Violence:** <http://www.ncdjdp.org/cpsv/>

**Center for the Study and Prevention of Violence:** <http://www.colorado.edu/Research/cspv/>

**Food Safety:** <http://www.foodsafety.gov/>

**Food Safety and Inspection Service:** [http://www.fsis.usda.gov/Food\\_Safety\\_Education/index.asp](http://www.fsis.usda.gov/Food_Safety_Education/index.asp)

**KIDD Safety:** <http://www.cpsc.gov/kids/kidsafety/index.html>

**National Coalition for School Bus Safety:** <http://www.ncsbs.org/>

**National Child Abuse Hotline** <http://www.childhelpusa.org>

**National Highway Traffic Safety Administration:** <http://www.nhtsa.dot.gov/>

**National Safety Commission:** <http://www.nationalsafetycommission.com/resources.php>

**National Safety Council:** <http://www.nsc.org/index.htm>

**National School Safety Center:** <http://www.nssc1.org/>

**Partnership for Food Safety Education:** <http://www.fightbac.org/>  
**Safe Food in Connecticut:** <http://www.canr.uconn.edu/ces/foodsafety/index.html>  
**Safety House:** <http://www.cincinnatichildrens.org/health/safety-house/default.htm>  
**Southern Poverty Law Center (Teaching Tolerance):** <http://www.splcenter.org/index.jsp>  
**Stop Bullying Now:** <http://stopbullyingnow.hrsa.gov/index.asp>  
**U.S. Consumer Product Safety Commission:** <http://www.cpsc.gov>  
**U.S. Fire Administration:** <http://www.usfa.fema.gov/>

### **Sexuality:**

**Advocates for Youth** <http://www.advocatesforyouth.org/teens>  
**American College of Obstetricians and Gynecologists (ACOG)** <http://www.acog.org>  
**American Pregnancy Association** <http://www.americanpregnancy.org>  
**American Society for Reproductive Medicine** <http://www.asrm.com>  
**AnnRose's Ultimate Birth Control Links** <http://www.ultimatebirthcontrol.com>  
**Association of Reproductive Health Professionals (ARHP)** <http://www.arhp.org>  
**Avert: Puberty, Pregnancy and Sex:** <http://www.avert.org/puberty3.htm>  
**California Abortion & Reproductive Rights League (CARAL):** <http://www.caral.org/>  
**CDC Sexually Transmitted Disease Guidelines:**  
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5106a1.htm>  
**Gay and Lesbian Alliance against Defamation:** <http://www.glaad.org/>  
**Go Ask Alice!:** <http://www.goaskalice.columbia.edu>  
**It's Your (Sex) Life:** <http://www.itsyoursexlife.com>  
**Iwannaknow:** <http://www.iwannaknow.org>  
**National Gay and Lesbian Task Force:** <http://www.thetaskforce.org/>  
**National Women's Health Information Center** <http://www.4woman.gov>  
**Our Bodies, Ourselves** <http://www.ourbodiesourselves.org>  
**PFLAG** <http://www.pflag.org/>  
**Planned Parenthood's Responsible Choices Action Network:**  
<http://www.plannedparenthood.org/pp2/portal/?jsessionid=56C778CCFA772C3658858B32E60B827C>  
**Scarleteen.com** <http://www.scarleteen.com>  
**Sexual Health Network** <http://www.sexualhealth.com>  
**SEX, etc.** <http://www.sxetc.org>  
**SIECUS:** <http://www.siecus.org/>  
**Teens Health** [http://kidshealth.org/teen/sexual\\_health/](http://kidshealth.org/teen/sexual_health/)  
**Teenwire** <http://www.teenwire.com>

### **Substance Use and Abuse:**

**Action on Smoking and Health:** <http://ash.org/>  
**Alcohol, Tobacco, and Other Drug Information:** <http://www.drugs.indiana.edu/>  
**Alcohol and Drug Use Prevention:** <http://www.med.unc.edu/alcohol/prevention/>  
**FDA Report on Children and Tobacco:** <http://www.fda.gov/opacom/campaigns/tobacco.html>  
**American Lung Association:** [http://www.lungsandiego.org/tobacco/kids\\_stats\\_national.asp](http://www.lungsandiego.org/tobacco/kids_stats_national.asp)  
**Great American Smokeout:** [http://www.cancer.org/docroot/PED/ped\\_10\\_4.asp](http://www.cancer.org/docroot/PED/ped_10_4.asp)

**Massachusetts Substance Abuse Information and Education Helpline:** <http://www.helpline-online.com/>

**National Institute On Drug Abuse:** <http://www.drugabuse.gov/>

**NIDA for Teens:** <http://www.teens.drugabuse.gov/>

**Planet Know – A Teen Planet Free of Drugs:** <http://www.planet-know.net/first.htm>

**Preventing Drug Abuse:**

**PREVLINE:** <http://www.health.org/>

**The Real Scoop on Tobacco:** <http://www.flagstaff.k12.az.us/demiguel/real.htm>

**Tobacco Abuse Theme Page:** [http://www.cln.org/themes/tobacco\\_abuse.html](http://www.cln.org/themes/tobacco_abuse.html)

**Tobacco Free Kids:** <http://www.tobaccofreekids.org//index2.php>

**Tobacco News and Information:** <http://www.tobacco.org/>

**Tobacco Prevention/Tobacco Control:** <http://www.lcltfb.org/tobacco/toblincs.html>

**Tobacco Teacher Links/Johns Hopkins School of Public Health:**

<http://www.jhsph.edu/IGTC/Resources/index.html>

## HEALTH UNIT PLAN GUIDELINES

Each unit plan must be typed and should contain the following components. Everything listed below except items 9, 10 & 11 should be submitted to your supervising practitioner and college supervisor prior to teaching the unit. [Note: The unit plan scoring sheet/evaluation form is included in this handbook.]

1. **Title Page:** Your name, unit topic, dates of instruction, grade level, and school site. Use the template provided (see next page of this handbook) to construct a chart for items 2-4.
2. **Unit Outcomes/Goals/Essential Questions:** In the unit outcomes column, list everything that you want the students to know and be able to do at the end of the unit. This should include all essential questions. Use the standards in the MA Comprehensive Health Curriculum Framework (and school based standards as appropriate) as the basis for your specific unit outcomes.
3. **State Standards:** Cite the relevant state standards (by number) from the MA Comprehensive Health Curriculum Frameworks (MA CF) on the same chart as the unit outcomes. [Note: These standards can be found in this handbook and online.]
4. **Assessment:** Include a variety of assessments to be used to measure the effectiveness of what has been taught/learned. Include on the same chart as the outcomes and standards.
5. **Instructional Sequence/Block Plan:** Use the template provided in this handbook. Your block plan should highlight what you plan to teach each day of the unit in sequential order. Include the focus/essential questions for each day, list supplies/materials/technology, learning activities, pedagogical techniques to be used and assessments.
6. **Written Materials:** Include copies of any handouts, homework assignments, quizzes, tests, rubrics or other written materials used during the unit. Provide rubrics to go along with your assessments as appropriate.
7. **Unit Evaluation (grading) System:** Identify all components being used and the weight of each component. For example, homework assignments may count for 30% of the unit grade, class participation 20%, and quizzes/tests 50% of the final grade.
8. **Resources/references:** Include at least 5 different sources (e.g., books, articles, websites, etc.)

Submit items 9, 10 & 11 immediately after you have taught the last day of the unit.

9. **Results of Assessment(s):** Briefly describe the results of any assessments used. How did the students do? Did they do as well as you expected? Were you pleased with the results? How might you modify these assessments in the future? Provide samples of student work.
10. **Lesson Plans:** Complete lesson plans should be included at the end of your unit plan as well as in your evidence binder. Evidence of selecting appropriate activities for the content being taught that are based on grade level, prior knowledge and multiple intelligences/learning styles of the students.
11. **Self Reflection/Notes:** Comment on appropriateness of unit outcomes, effectiveness of teaching pedagogies/strategies, time management, and other things that were relevant to the effectiveness of this unit.

Unit Outcomes, State Standards & Assessment Template  
Grade Level \_\_\_\_\_

Unit Outcomes	Reference MA CF Standards by number	Assessments

Example:

SWBAT* analyze dietary intake and eating patterns	MA CF #3.11	Students will keep a log of their diet and eating habits for one week. Using diet analysis software, input their diet, review key nutrients, and write a list of recommendations to improve their own diet and eating behavior.

\*SWBAT = Student will be able to...

Block Plan/Sequencing of Lessons

<p>Day _____</p> <p>Focus/Outcomes/Essential Qs:</p>   <p>Supplies/Materials/Technology:</p>   <p>Learning activities including pedagogical strategies :</p>       <p>Assessment(s):</p>	<p>Day _____</p> <p>Focus/Outcomes/Essential Qs :</p>   <p>Supplies/Materials/Technology</p>   <p>Learning activities including pedagogical strategies :</p>       <p>Assessment(s):</p>	<p>Day_____</p> <p>Focus/Outcomes/Essential Qs :</p>   <p>Supplies/Materials/Technology</p>   <p>Learning activities including pedagogical strategies:</p>       <p>Assessment(s):</p>
---	---	---

## Health Unit Plan Scoring Sheet

Student Teacher's Name \_\_\_\_\_

Final Score \_\_\_\_\_/100

- \_\_\_\_\_ 1. Title Page (2 pts.) Includes name, unit topic, dates of instruction, grade level, and school site.
- \_\_\_\_\_ 2. Unit Outcomes/Essential Questions (15 pts.)  
- are appropriate for unit and grade level, and are assessable  
- MA Curriculum Framework Standard(s) served as the basis for unit outcomes  
- thoroughly covers everything that should be included (nothing missing, no gaps)
- \_\_\_\_\_ 3. State and National Standards (6 pts.)  
- appropriate MA Curriculum Framework standards are cited
- \_\_\_\_\_ 4. Assessments (12 pts.)  
- assessments are linked to outcomes  
- appropriate assessments utilized (formative & summative)  
- rubrics, worksheets, quizzes/tests, etc. included with written materials are appropriate
- \_\_\_\_\_ 5. Instructional Sequence/Block Plan (15 pts.)  
- focus/desired outcomes for each day clear and appropriate  
- supplies/materials/technology to be used is detailed, including quantity  
- learning activities cover all necessary content and are developmentally appropriate  
- activities are in sequential order, follow a logical progression (no large gaps in difficulty level)  
- variety of pedagogical strategies to be used  
- everything included is linked to unit outcomes  
- how and when plan to assess included
- \_\_\_\_\_ 6. Written Materials (10 pts.)  
- handouts/homework assignments are appropriate for unit/grade  
- materials include everything (e.g., assessments) needed for this unit (nothing missing)  
- clear, concise (correct grammar and spelling used)
- \_\_\_\_\_ 7. Unit Evaluation (grading) System (5 pts.)  
- components are identified  
- weight of each component is included (e.g., 30 % homework, 30 % participation, etc.)  
- evaluation/grading system is appropriate for the unit/grade level
- \_\_\_\_\_ 8. References/resources (10 pts.) Includes at least 5 different sources  
- uses variety of resource material  
- reference materials appropriate
- \_\_\_\_\_ 9. Results of assessments are presented (10 pts.)  
- analysis of results complete  
- provides samples of student work
- \_\_\_\_\_ 10. All Lesson Plans complete (10 pts.)  
- no lesson plans missing
- \_\_\_\_\_ 11. Self Reflection/Notes (5 pts.)  
- thoughtful reflection regarding appropriateness of outcomes, effectiveness of teaching strategies, activities/content included, etc.

Comments:

Springfield College – Teaching Practicum  
Evidence Binder Checklist

Name \_\_\_\_\_

Evaluator's name \_\_\_\_\_

Date \_\_\_\_\_

Criteria	Yes	No	Comments
Evidence binder well organized/navigable			
Evidence cited on PPA found (do a spot check)			
Lesson plans in chronological order/date on file name			
Reflections found on all lesson plans			
Unit plan(s) complete			
All observation forms included/scanned			
Selected Journal entries included			
Various handouts/assessments included			
Samples of student work			
Other items found			

OVERALL (circle one)      **Complete**      **Somewhat Complete**      **Incomplete** (see comments above)

OVERALL (circle one)      **Well done**      **Average**      **Poor** (see comments above)

**DEVELOPING A PRESENTATION PORTFOLIO**

*This information was summarized from the following source:*

Campbell, D.M., Cignetti, P. B., Melenzyer, B.J., Nettles, D.H., and Wyman, R.M. 2004. How to develop a professional portfolio: A manual for teachers. Pearson Education, Inc. Boston, MA.

1. Working portfolio – save everything (includes all PPA evidence and more)  
Presentation portfolio – be selective [Start to plan for your E-portfolio now.]
2. Organizational system – label each section (categorize things as you save them)  
Use standards, sub-standards/indicators, grade level, etc.  
*Examples: Meet individual needs, content knowledge, multiple instructional strategies, and assessment of student learning*
3. Audiences – college supervisor, interview committee, employer
4. Development of presentation portfolio takes time and personal reflection.  
It's quality not quantity.
5. As you save things make a note of why you're saving it and how you plan to use it  
*Examples show how: children demonstrated knowledge of food pyramid; through class rules you emphasize respect and safety in the gymnasium.*
6. Identify gaps in collection of materials for portfolio  
Look for ways to get artifacts in areas for which you are lacking evidence.  
Take digital photos of student work (especially in art).
7. Make sure you have everything you need – notebook, sheet protectors, tabs, etc.
8. Write a rationale – Brief statement explaining justification for including this artifact for this category in your portfolio. It might help to answer these questions.  
What? *What is the experience reflected in this document?*  
What? *What is the artifact?*  
So what? *What does this work say about my gaining competence?*  
Now what? *What will I do differently in the future?*  
*How will the skills I've gained transfer to new experiences?*  
Where & Why? *Under which standard is it filed? Why there?* (Campbell, et al. 2004, p. 14)  
Consider having a cover sheet, caption or some descriptor for each artifact selected.
9. Professional presentation. Neat, organized, easy to follow, everything typed.  
Include citation if include something from another source.  
*Examples: Graham's "Wheel", inspirational quotes, etc.*
10. Uniqueness. It will be unique because most everything included you wrote.  
Use clipart, captions, border paper, photos.
11. Beginning section might include, intro to portfolio, teaching philosophy, resume, transcript, letters of reference, teaching license (once you receive it), etc.

**Possible Portfolio Contents**

- Table of Contents and perhaps an introductory statement about your portfolio.
- Your Resume, College transcript, References/Letters of Recommendation
- Photos from your student teaching experience or other work with students such as summer camps. Include pictures of you in the classroom working with children, of bulletin boards you constructed, of inclusion activities, and of special events such as “Jump Rope for Heart.”  
**NOTE: You should get permission to use photographs of students. If you do not have permission you should NOT put them in your portfolio.**
- Technology section with examples.
- Assessment tools used for various age levels. Include formal and informal assessments.
- Include samples of student work (completed homework or other assessments). **Get permission first.**
- Sample activities you have used to involve students in the writing process
- Examples of modifications you have made for inclusion of special needs students. These may be supported by pictures.
- Membership in professional organizations. Conferences or workshops attended.
- Other material that is unique to you that will help you to present yourself to a prospective employer.

**More Tips for Developing Your Portfolio**

- Use a three ring binder that will allow you to lay your portfolio flat while viewing it.
- Be selective. It is not the quantity but quality of what you include in your portfolio that is important. Select material that you will be able to use in the interview process and that reflects your uniqueness as a teacher.
- Use plastic inserts for all pages.
- Avoid lengthy written material. For example, including a complete unit plan does not lend itself to the interview process, nor will anyone have time to read it. However, a unit block plan may assist you in answering a question relating to curriculum.
- Make several copies of your resume and philosophy statement to distribute to the interview committee if asked a question in this area.
- Organize your portfolio so that it is user friendly in the interview process. Have a Table of Contents and tabs for each section (make sure the tabs stick out).
- Use large captions/identifiers for everything (including photos) so at a glance it is easy to see WHY each item was included.
- Use colored or designer paper to enhance the visual appearance of your portfolio.
- Include items from different grade levels if appropriate. Consider dividing your portfolio into sections based on grade level. When you have an actual interview, you can reorganize the material in your portfolio to specifically address the job you are seeking.
- Remember, your portfolio is for use in the interview process. Become familiar with the content so that you can quickly turn to the section you wish to use when answering a question.

**PORTFOLIO EVALUATION****PRACTICUM STUDENT** \_\_\_\_\_**Final Grade** \_\_\_\_\_**ORGANIZATION****Overall Rating** \_\_\_\_\_

Easy to follow, user friendly	5	4	3	2	1	Difficult to follow
Gives good examples	5	4	3	2	1	Few examples
Neat	5	4	3	2	1	Messy
Material relates to section topic	5	4	3	2	1	Material does not relate to section topic

**CONTENT****Overall Rating** \_\_\_\_\_

Contents complete (Covers all standards)	5	4	3	2	1	Contents incomplete (some obvious things are missing)
Variety of examples	5	4	3	2	1	Provides few examples
Gives positive representation of the presenter	5	4	3	2	1	Not a positive representation of the presenter
Reflects best practice in the field	5	4	3	2	1	Does not reflect best practice in the field
Reflects good curriculum design, implementation and evaluation	5	4	3	2	1	Does not reflect good curriculum design, implementation and evaluation

**PROFESSIONAL PRESENTATION****Overall Rating** \_\_\_\_\_

No spelling errors	5	4	3	2	1	Many spelling errors
No grammatical errors	5	4	3	2	1	Many grammatical errors
High visual appeal and originality	5	4	3	2	1	Lacks visual appeal and originality
Demonstrates use of technology	5	4	3	2	1	Does not demonstrate use of technology

# **Section IV**

## **Forms**

## **Guide for the College Supervisor and Supervising Practitioner Pre-Practicum/Practicum Observation Form**

### **Section I: Start of Class**

1. Detailed lesson plan available.
2. Classroom is set up appropriately for lesson.
3. Class begins on time with students immediately focused.
4. Efficient distribution of instructional materials
5. Activator or “hook” segment “grabs” learner’s attention beginning instruction for the day.

### **Section II: Lesson Presentation**

1. Knowledge of content/topic evident.
2. Effective explanation of skills and activities.
3. Gives clear and concise directions. Goals for student practice are clear.
4. Presentation is developmentally appropriate for the age and skill level of the students.
5. Appropriate teaching style utilized. Varies teaching style during lesson when appropriate.
6. Student-centered lesson design

### **Section III: Management**

1. Maximizes use of classroom resources and space.
2. Maximizes student participation and time on task.
3. Provides a smooth transition between activities.
4. Lesson segments are designed maximizing time.

### **Section IV: Student Engagement**

1. Maximizes student engagement in all classroom activities.
2. Students fully involved throughout the lesson.
3. Maintains a positive learning environment.
4. Interacts well with students.
5. Uses appropriate language and shows respect for all students.
6. Learning environment open to inquiry.
7. Specific evaluative feedback is provided both to individuals and to the group.
8. Feedback is timely, positive and specific.
9. Student engagement matched to objectives of the lesson.
10. Adjustments made when necessary.

### **Section V: Supervision and Class Control**

1. Actively monitors instruction.
2. Moves around classroom positioning him or herself whereby the majority of the students can be seen.
3. Has a good awareness of all students, what they are doing or not doing.
4. Reacts quickly and appropriately to student disruptions during the lesson
5. Anticipates and prevents misbehavior whenever possible. Reacts to misbehavior quickly and appropriately.
6. Recognizes misbehavior and applies the appropriate consequences.
7. Deals with behavior/action - not person. Extinguishes attention-seeking behavior whenever appropriate.
8. PRAISES APPROPRIATE BEHAVIOR. “Catches” students doing things right during the lesson.

### **Section VI: Evaluation**

1. Student performance assessed and extended.
2. Involves students in the evaluation process.
3. Evaluates during and after the lesson and makes necessary adjustments.

### **Section VII: Closure**

1. Efficient collection of classroom resources and materials that includes the students in the process of clean up.
2. “Summarizer” or closing segment of lesson well defined, contains evaluative techniques, timely and effective.
3. Dismisses class in an orderly fashion.

**Pre-Practicum/Practicum Observation Form**

Student	Grade	Focus	Observer	Date / /
Code: <input type="checkbox"/> <input type="checkbox"/> 1 = Unsatisfactory    2 = Basic <input type="checkbox"/> <input type="checkbox"/> 3 = Proficient    0 = Not Observed				
<b>I.</b>		<b>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.</b>		<b>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.</b>		<b>Manages Classroom Climate &amp; Operation</b>		
	Manages class time efficiently			
	Smooth transitions are evident and the flow of the lesson is maintained			
<b>IV.</b>		<b>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.</b>		<b>Supervision, Class Control, and Equity</b>		
	Instructor actively monitors instruction			
	Emotional and physical safety issues are addressed			
	Instructor reacts to misbehavior appropriately			
<b>VI.</b>		<b>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.</b>		<b>Closure</b>		
	Efficient collection of equipment and supplies			
	Review of learning outcomes, performance, and social behavior			

**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: \_\_\_\_/\_\_\_\_/\_\_\_\_

**SPRINGFIELD COLLEGE**  
Optional Observation and Feedback Form

\_\_\_\_\_

Student's Name

School

Grade Level

Date

Supervising Practitioner

College Supervisor

**STUDENT & TEACHER BEHAVIORS**

**QUESTIONS, COMMENTS, IDEAS,  
SUGGESTIONS**

Sample Only

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

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

## **Springfield College Preservice Performance Assessment (PPA) System**

1. Student teacher puts all documents in an evidence binder. Lists appropriate documents in the evidence column of the Preservice Performance Assessment. All documents must be cited as specifically as possible (e.g., lesson plan date/number, date of journal or observation).
2. Student teacher (ST) submits electronic copy of the draft Preservice Performance Assessment (PPA), with the evidence column filled in, to the college supervisor at the midterm and provides a paper copy to the supervising practitioner. [See sample PPAs in fieldwork handbook for examples of evidence.]
3. College supervisor, supervising practitioner, student teacher use the draft PPA, the PPA rubric and the MA Department of Elementary and Secondary Education (DESE) PPA guidelines to independently fill out the Springfield College Midterm Evaluation Form. (See completed sample in fieldwork handbook.)
4. The supervising practitioner assesses the student teacher's license specific content knowledge on the midterm checklist. (See blank form in fieldwork handbook.)
5. A 3-way midterm meeting is held to review student teacher progress. If satisfactory progress is not being made a Springfield College Intervention Warning form is to be completed.
6. ST submits an electronic copy of the final draft of the Preservice Performance Assessment (PPA), with the evidence column filled in, to the college supervisor and supervising practitioner 3-5 days prior to the final 3-way final evaluation meeting.
7. Both supervisors review PPA and verify evidence. They can check the student's evidence binder for supporting documents. Next, the supervisors work together using the PPA rubric to assign ratings, write comments for each standard and the "Summary Comments" (last page of PPA). This is often done via email. Once both supervisors agree on all ratings and comments they meet with the ST for the final 3-way conference.
8. Upon successful completion of the practicum experience, the supervising practitioner and the college supervisor sign off on all pages of the Preservice Performance Assessment attesting to the fact that they believe the student demonstrated the standards of effective teaching required for the license sought. (See the fieldwork handbook for a listing of required assignments and assessment tools.)

Note: Samples of all of the documents referenced above can be found in this section of the handbook



## 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.

**Health/Family and Consumer Sciences- License-Specific Evaluation Questions**

1. Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?
2. Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?
3. Does the candidate demonstrate an interdisciplinary/ integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?
4. Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?
5. Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?
6. Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?
7. Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?
8. Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?
9. Does the candidate utilize up to date technology in planning and instruction?
10. Does the candidate emphasize the importance of personal and community safety in planning lessons?
11. Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?

**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 FOR TEACHING PRACTICUM**

SAMPLE  
 \_\_\_\_\_  
 Student's Name                                      School                                      Grade Level                                      Date

This evaluation form is to be completed independently at the middle of the practicum by the student, college supervisor and supervising practitioner. The Preservice Performance Assessment Guidelines and the student’s draft PPA should be used to fill out this form. The results of these evaluations should be discussed in a three-way meeting at the midterm.

**A: PLANS CURRICULUM AND INSTRUCTION THAT MATCH STATE FRAMEWORKS**

**Strengths (Evidence is clear)**                      *Indicators 1, 4, 5 are strengths*

*Planning looks good on paper – lesson plans are detailed and complete, show evidence of activities planned in sequential order, prerequisite skills, concepts and terms are listed in plans.*

*Objectives are clear with measurable outcomes.*

**Areas in need of improvement (Lack of evidence)**                      *Indicators 2, 3, 6, 7, 8*

*No evidence of how student draws on results of formal and informal assessment. It is not clear that learning activities are challenging for those who are well skilled/academically advanced or appropriate for those who are not very skilled/working below grade level.*

*No evidence of planning for English language learners. More evidence needed of use of technology or media and references, colleagues, etc. to enhance learning. There is no evidence that information in student IEPs has been used to plan lessons. Overall, more evidence needed to demonstrate competence in planning.*

**Overall Rating of this Standard:**      1      1 = Does not meet Standard    2 = Meets standard    3 = Exceeds Standard

**B: DELIVERS EFFECTIVE INSTRUCTION.**

**Strengths (Evidence is clear)**                      *Indicators 1 a-d; 2 a, c, d, f; 3 a-c; 4 b*

*Observations provide clear evidence that this student is effective at delivering effective instruction, provides regular, specific feedback to a great number of students and provides a variety of options to the students so all can succeed to some extent. Communication is clear, very articulate, builds on prior knowledge, and asks students questions to explain their ideas.*

*Demonstrates a solid knowledge of all content, this is evident through observations, lesson plans, unit plans and journal entries. There are several examples of homework or in-class assignments that demonstrate how student learning is promoted and checked. Progress reports and task sheets are sent home provide documentation of the level of achievement.*

**Areas in need of improvement (Lack of evidence)**                      *Indicators 2 b, e, g; 4 a*

*Need evidence of using two or more teaching techniques, tends to use primarily a command style. Need to employ more strategies to meet the needs of English Language Learners and demonstrate knowledge of instructional technology.*

*More examples of assessments and clear rubrics need to be provided. Most assessment is informal and not well thought out. Need to spend more time developing rubrics so assessment is more systematic and fair.*

**Overall Rating of this Standard:**      2      1 = Does not meet Standard    2 = Meets Standard    3 = Exceeds Standard

## 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 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  
SUPERVISING PRACTITIONER'S  
MIDTERM ASSESSMENT OF SUBJECT MATTER KNOWLEDGE  
HEALTH/FAMILY AND CONSUMER SCIENCES**

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

This evaluation form is to be completed at the middle of the practicum by the supervising practitioner only. The results of this assessment should be discussed in a three-way meeting at the midterm.

.....  
**The student has demonstrated adequate knowledge of and approach to the academic content listed below:**

Indicators	Yes	No	Not Observed
1. Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?			
2. Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?			
3. Does the candidate demonstrate an interdisciplinary/integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?			
4. Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?			
5. Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?			
6. Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?			
7. Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?			
8. Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?			
9. Does the candidate utilize up to date technology in planning and instruction?			
10. Does the candidate emphasize the importance of personal and community safety in planning lessons?			
11. Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?			

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

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

**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) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sample Only

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. 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

<b>Element</b>	<b>Does Not Meet the Standard 1</b>	<b>Meets the Standard 2</b>	<b>Exceeds the Standard 3</b>
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**

<b>Element</b>	<b>Does Not Meet the Standard 1</b>	<b>Meets the Standard 2</b>	<b>Exceeds the Standard 3</b>
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—Health 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.

<b>Standard A - Plans Curriculum and Instruction</b>	
<b>Indicators</b>	<b>Evidence</b>
<p><b>3</b> 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>).</p> <p><b>2</b> 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.</p> <p><b>2</b> 3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p> <p><b>3</b> 4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p> <p><b>3</b> 5. Plans lessons with clear objectives and relevant measurable outcomes.</p> <p><b>2</b> 6. Draws on resources from colleagues, families, and the community to enhance learning.</p> <p><b>3</b> 7. Incorporates appropriate technology and media in lesson planning.</p> <p><b>3</b> 8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	<p>1. MA CF Physical Health Strand &amp; NASPE Standards (2004) cited in all LP &amp; hung in gym (Photos #1).</p> <p>1. LP #4 Volleying: introduced forearm pass in sequential order: individual, partner, and partner game.</p> <p>1. LP #6: Volleying: reviewed forearm pass then introduced the set in same sequential order as previous.</p> <p>1. See Evidence Binder, Miscellaneous section, #2, shows a unit plan consisting of: unit outcomes, national &amp; state standards, content knowledge, assessments, block plan, and unit evaluation system of a fitness unit (LP's 13 – 18) for grades 3 – 5.</p> <p>1. LP's 13 – 18 have intros' to that define and explain the focus of lesson followed by activities that reinforce the focus through a physical movement laboratory type setting for the Ss to explore following a guided discovery closure that clarifies the focus through the task sheets and use of a dry erase board.</p> <p>2. CS midterm 2/11, "Journal entries insightful + provide evidence of informal assessments to lessons"</p> <p>2. SP observation 1/31, "Frequent informal assessments used" &amp; "you are constantly thinking/adjusting."</p> <p>2. SP observation 3/5, "Good job re-orienting students who didn't understand"</p> <p>2. Adjustments made for ELL Ss - See Evidence Binder, Misc. Section, #3</p> <p>3. Use work sheets, task sheets, and Best sheets in LP's 13 – 18 to promote further reading and writing.</p> <p>3. Use group quiz that identifies the benefits of aerobic activity in LP 14 to further their ability to write.</p> <p>4. Uses a "Word of the Day" for each LP in 13 – 18 to accentuate the focus of the lesson to extend their vocabulary.</p> <p>4. Design LP's 13 – 18 as follows: introduction of topic, experiment laboratory for the students to explore the topic on their own then a closure with questions to clarify the focus.</p> <p>5. LP's 13- 18 have 3 measurable objectives in all 3 domains that measure a component of fitness.</p> <p>6. Use responses from journal entries to make changes to future lessons.</p> <p>6. Use SP resources such as NASPE's "Best Fitness Activity Guide, Elementary Level" or "Spark K – 2: Activity Guide".</p> <p>7. Uses music CD's in instant activities in LP's 13 - 18.</p> <p>7. Utilized the dry erase board to accentuate the Ss learning in LP's 13 - 18.</p> <p>8. SP midterm 2/13, "...has made every effort to learn about needs of a range of student learners via conversations with classroom and special education teachers".</p>

<b>Rating:</b>	<b>Explanation of Rating for Standard A - Plans Curriculum and Instruction</b>
<b>3</b>	Spends considerable time researching and designing instructional sessions for his students. The results are innovative, informative, and accurate classroom sessions. He has gained an appreciation of the extensive time necessary when preparing effective lessons.

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

Candidate's Name:       SAMPLE       License: Health/Family Consumer Science - All

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

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

<b>Standard B – Delivers Effective Instruction</b>	
<b>Indicators</b>	<b>Evidence – Be Specific</b>
<p>3 1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <p>3 a) Makes learning objectives clear to students.</p> <p>3 b) Communicates clearly in writing and speaking.</p> <p>3 c) Uses engaging ways to begin a new unit of study or lesson.</p> <p>3 d) Builds on students' prior knowledge and experience.</p> <p>2 2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>3 a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p> <p>3 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).</p> <p>3 c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<b>Health license-specific content</b>)</p> <p>1. <i>Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?</i></p> <p>2. <i>Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?</i></p> <p>3. <i>Does the candidate demonstrate an interdisciplinary/integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?</i></p> <p>4. <i>Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?</i></p> <p>5. <i>Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?</i></p> <p>6. <i>Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?</i></p> <p>7. <i>Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?</i></p> <p>8. <i>Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?</i></p> <p>9. <i>Does the candidate utilize up to date technology in planning and instruction?</i></p> <p>10. <i>Does the candidate emphasize the importance of personal and community safety in planning lessons?</i></p> <p>11. <i>Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?</i></p>	<p>1a. "Guiding questions served to set the context for the lesson. Agenda on board also."—CS obs. 4/18/08</p> <p>1b. "Verbal agenda given at start of class with clear expectations."—CS obs. 3/28/08</p> <p>1c. "Students asked questions and were actively engaged and interested in the Power Point and info."—SP, obs. 4/14/08</p> <p>1d. "Builds on students' previous experiences" -CS obs. 4/18/08</p> <p>2a. "Interpreting health topic terminology is evident in several lesson plans both in-class and online" -CS, 5/1/08</p> <p>2b. "Jeopardy review game, viewing video, use of power point, class discussions, and web quests are all examples of a variety of the teaching methods being used"—CS midterm evaluation, 4/18/08</p> <p>2c1) Lesson plans demonstrate candidate's strong content knowledge –SP midterm 4/18/08</p> <p>2c2) Awareness of family differences of opinion demonstrated through debate on abortion (see Abortion debate handout, 4/10/08)</p> <p>2c3) "Demonstrates cross-curricular, interdisciplinary approaches. History was integrated in the "health achievements of the 20<sup>th</sup> century" lesson."—CS midterm evaluation, 4/18/08</p> <p>2c4) MA CF learning standards cited on all lessons.</p> <p>2c5 &amp; 6) "Life skills lessons related to making informed healthy choices related to tobacco, marijuana, alcohol taught in a very student centered way" – SP obs. 4/2/08</p> <p>2c7) "Up-to-date, accurate content utilized in all lessons" – CS midterm 4/18/08</p> <p>2c8) Rubrics developed to assess all student work (see Assessments/rubrics in evidence binder)</p> <p>2c9) Use of Smart Board, PowerPoint, Web Quest illustrate utilization of up-to-date technology (SP midterm 4/18/08)</p> <p>2c10 &amp; 11) The importance of personal and community safety, and student responsibility and knowledge evident in unit outcomes (see substance abuse unit plan).</p>

2	d) Employs a variety of reading and writing strategies for addressing learning objectives.	2d. Reading/writing assigned as homework (see Introduction to Disease lesson #1)
3	e) Uses questioning to stimulate thinking and encourages all students to respond.	2e. "Effective questioning used. Asked both directed and open-ended questions at the close of the lesson. Encouraged all to respond."—CS obs. 3/28/08
2	f) Uses instructional technology appropriately.	2f. "Used computers in library. It was easy to monitor students' progress to make sure they weren't accessing any sites unrelated to today's topic."—Journal entry, 3/31/08
2	g) Employs appropriate sheltered English or subject matter strategies for English language learners.	2f. "Smart board and projector gives a clear view of questions and answers."—SP, obs. 4/14/08
	3. Communicates high standards and expectations when <u>extending and completing the lesson</u> .	2g. "Visual aids during lesson potentially increased levels of knowledge in his lessons."—CS midterm evaluation, 4/18/08
3	a) Assigns homework or practice that furthers student learning and checks it.	3a. Homework assigned to reemphasize material learned in class. ("Introduction to STIs" lesson plan)
3	b) Provides regular and frequent feedback to students on their progress.	3b. Provides lots feedback, in class, on homework, and through progress reports – SP midterm 4/17/08. 3c. "Provides varied opportunities for students to achieve by using creative methods such as Power Point presentations, web quests, review games, and class discussions."—SP, midterm evaluation 4/17/08
3	c) Provides many and varied opportunities for students to achieve competence.	4a.Quizzes, tests, discussion grade.(See assessments)
	4. Communicates high standards and expectations when <u>evaluating student learning</u> .	4a. "Constantly assessing student progress and making adjustments to lessons" – SP obs. 4/14/08
3	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.	4b.Health in The 20 <sup>th</sup> Century timeline provides a visual record conveying student achievement to all health students (Picture in misc. section).
3	b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.	4b. Progress reports given to students and sent home (Assessments - see progress reports)

<b>Rating:</b>  <b>3</b>	<b>Explanation of Rating for Standard B – Delivers Effective Instruction</b> A confident health educator has emerged during the course of this semester-long practicum experience. He has experimented with various pedagogies taking calculated risks that have served to take his instruction "to the next level."
--------------------------------	---

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

Candidate's Name: \_\_\_\_\_SAMPLE\_\_\_\_\_ License: Health/Family Consumer Science - All

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

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

<b>Standard C – Manages Classroom Climate and Operation</b>	
<b>Indicators</b>	<b>Evidence</b>
<b>3</b> 1. Creates an environment that is conducive to learning.  <b>2</b> 2. Creates a physical environment appropriate to a range of learning activities.  <b>2</b> 3. Maintains appropriate standards of behavior, mutual respect, and safety.  <b>2</b> 4. Manages classroom routines and procedures without loss of significant instructional time.  <b>3</b> **5. Avoids stereotyping and uses effective strategies to deal with inappropriate remarks made by others.	1. SP observation 1/24, “Students motivated to succeed in game.” 1. CS observation 1/29, “You were very positive.” 1. CS observation 2/11, “Excellent organization – groups pre-determined – nice!” 2. LP’s 3 – 11 uses a net at various heights depending upon the age level for volleying. 2. Uses music CD’s in all activities in LP’s 13 - 18. 3. LP 1 & 2 emphasizes scooter safety. 3. SP observation 2/7, “Great job going over safety.” 4. CS observation 1/29, “Spent a good amount of time on each phase.” 5. Journal response, CS 3/26, “It is good that you intervened and made it clear that the student shouldn’t make derogatory remarks or call another student names.”

\*\*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>Explanation of Rating for Standard C – Manages Classroom Climate and Operation</b>
<b>2</b>	Explored numerous ways to address off-task behaviors that have surfaced when delivering instruction to his classes. As he enters the profession, a reminder to “hang tough” in the beginning allowing for possibly “easing up” later on is suitable.

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

Candidate’s Name:       SAMPLE       License: Health/Family Consumer Science - All

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

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

<b>Standard D – Promotes Equity</b>	
<b>Indicators</b>	<b>Evidence – Be Specific</b>
<b>3</b> 1. Encourages all students to believe that effort is a key to achievement.  <b>3</b> 2. Works to promote achievement by all students without exception.  <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.  <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.  <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.	1. “She is encouraging with students and demonstrates attitudes of courtesy, fairness and respect that encourage active participation and risk taking.” Midterm observation, CS, 3/5/08 1. “Candidate does a wonderful job being positive. encouraging all students to participate.” Observation, CS, 2/6/08 2. “Walked around the classroom to check on students’ progress and to encourage their progress.” Observation, CS, 2/11/08 2. Uses leveled reading groups to ensure success. CS 5/1/08 3. “On-going modifications for amount of work needed to be finished, modifications of FCA’s and preferential grouping.” CS, 3/5/08 3. “You are using assessments, both formative and summative, to plan your lessons or change them which is fantastic and a great way to meet the needs of your students!” Journal response, CS, 3/27/08 4. Responsive Classroom – community building - ongoing 4. Jr. Achievement activities - Misc. section of evidence binder. 4. Good Citizenship Worksheet/Movie – See misc. section 5. “You did a nice job of using inclusive language when discussing different types of families. It was good you included single parents, same-sex parents and grandparents as parents.” Observation, CS, 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.

<b>Rating:</b> <b>3</b>	<b>Explanation of Rating for Standard D – Promotes Equity</b> Comfortable and “laid back” presence in front of his students serves him well. He always appears to be very patient and tries to give EVERY student “a chance”...even when it is challenging to do so.
----------------------------	---

**Candidate’s Name:** \_\_\_\_\_SAMPLE\_\_\_\_\_ **License:** Health/Family Consumer Science - All

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

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

<b>Standard E – Meets Professional Responsibilities</b>		
	<b>Indicators</b>	<b>Evidence</b>
2	1. Understands his or her legal and moral responsibilities.	1. Information from Fieldwork Handbook, CS, ST, & Undergraduate Class: Sports Law & Business Law.
3	2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.	1. SP observation 2/7, “Great job going over safety.” 2. SP observation 1/24, “Fun, upbeat.” 2. CS observation 2/11, “I liked how you energized the kids, good enthusiasm”
3	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.	3. Advanced Instructional Strategies & Analysis of Systematic PE Teacher Observation w/ Dr. L. 3. Discussions with CS & SP after observations (e.g., 2/11, 2/25)
3	4. Collaborates with colleagues to improve instruction, assessment, and student achievement.	4. Journal # 12, 2/1 4. Constant dialogue with SP after every class to reflect on lesson.
2	5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.	5. A letter was sent home to Mrs. D’s class to inform them of my background and intent for taping their class, see Evidence Binder, Miscellaneous Section, #1.
3	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.	6. All journals, reflections, and mid-term evaluation. 6. SP midterm 2/13, “He seeks input of colleagues, confers regularly with his SP, refers to published work of noted professionals, engages in critical reflection and is open to input and feedback.”
3	7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.	7. Information from Fieldwork Handbook, CS, ST, & Undergraduate Class: Sports Law & Business Law. 7. Cited all resources on lesson plans.

<b>Rating:</b> <b>3</b>	<b>Explanation of Rating for Standard E – Meets Professional Responsibilities</b> Daily journals submitted on time to college supervisor, professional attire ALWAYS, and an incredible level of preparedness all serve to put this candidate in the top 1% of the student teachers I have supervised.
----------------------------	---

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

**Candidate’s Name:** \_\_\_\_\_SAMPLE\_\_\_\_\_ **License:** Health/Family Consumer Science - All

**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 \_\_\_\_\_ or No \_\_\_\_\_.

Candidate (sign): \_\_\_\_\_ License: Health/Family & Consumer Science- All

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

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

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

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 \_\_\_\_\_ Final Practicum Grade \_\_\_\_\_  
(Supervising Practitioner & College Supervisor collaborate) (Includes all written assignments. CS determines final grade)

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

**Areas of strength:**

This candidate has emerged into a terrific health educator. Daily journals submitted on time to college supervisor, professional attire ALWAYS, and an incredible level of preparedness all serve to put him in the top 1% of the student teachers I have supervised. He spends considerable time researching materials to use when designing and delivering instruction. He also accepts constructive criticisms well and incorporates suggestions from both his cooperating practitioner and college supervisor immediately that has assisted in continually improving his "craft." His relaxed presence in front of his students is extremely effective and a unique quality for beginning teacher.

**Areas in need of improvement:**

As is the case with most novice educators, the candidate should continue exploring numerous ways to address off-task behaviors that put "thorns in his side." He should also consider exploring the use of additional teaching strategies when designing new units of instruction including the use of a guest lecturer. In addition, establishing and experimenting with different seating arrangements that are specifically appropriate for activities within a lesson might serve to keep the interest levels "up" with his students.

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 – College Supervisor

- Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_
- The Applicant completed a practicum designed by 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: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College Supervisor: \_\_\_\_\_ Supervising Practitioner: \_\_\_\_\_

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: \_\_\_\_\_ Applicant: \_\_\_\_\_ College 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: \_\_\_\_\_  
College 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	_____

<p><b>To help calculate practicum hours</b></p> <p>Half semester = 35 days (approx)</p> <p>If you work a 6 hr school day, you should have <b>no more than</b> 160 teaching hrs and 210 total hrs</p> <p>If you work a 7 hr school day, you should have <b>no more than</b> 175 teaching hrs and 245 total hrs</p> <p>Full semester = 70 days (approx)</p> <p>If you work a 6 hr school day, you should have <b>no more than</b> 315 teaching hours and 420 total hours</p> <p>If you work a 7 hr school day, you should have <b>no more than</b> 350 teaching hours and 490 total hours</p> <p><b>Coaching hours and prep time outside of school are NOT to be included</b></p>
---

**SPRINGFIELD COLLEGE  
EVALUATION OF COLLEGE SUPERVISOR**

**College Supervisor** \_\_\_\_\_

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. Number of visits <i>Comments:</i>					X	0	1 2 3 4
2. Quality of observations/visits <i>Comments:</i>					X	0	1 2 3 4
3. Expectations clear <i>Comments:</i>					X	0	1 2 3 4
4. Availability for appointments and discussions <i>Comments:</i>					X	0	1 2 3 4
5. Feedback on written work <i>Comments:</i>					X	0	1 2 3 4
6. Knowledge and experience in the field <i>Comments:</i>					X	0	1 2 3 4
7. Suggestions for evaluating and improving your teaching/counseling/administrative skills <i>Comments:</i>					X	0	1 2 3 4
8. Considering everything, how would you rate your college supervisor? <i>Comments:</i>					X	0	1 2 3 4

Program \_\_\_\_\_

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
--	---	---	---	---	---	-----

*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
--	---	---	---	---	---	-----

*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:*

**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?

- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| 1. <b>Subject Matter Knowledge</b> | 1 | 2 | 3 | 4 | 5 |
|------------------------------------|---|---|---|---|---|

*Comments:*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2. <b>Standard (a) Plans Curriculum and Instruction</b> | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

*Comments:*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 3. <b>Standard (b) Delivers Effective Instruction</b> | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

*Comments:*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 4. <b>Standard (c) Manages Classroom Climate and Operation</b> | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

*Comments:*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. <b>Standard (d) Promotes Equity</b> | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

*Comments:*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 6. <b>Standard (e) Meets Professional Responsibilities</b> | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

*Comments:*

**SPRINGFIELD COLLEGE  
SUPERVISING PRACTITIONER 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!

	X did not observe	1 needs improvement	2 adequate	3 very good	4 excellent
--	----------------------	------------------------	---------------	----------------	----------------

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 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 |

Sample Only

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:**

---



---



---



---

THANK YOU FOR YOUR ASSISTANCE

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

School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

**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.					X	0	1	2 3 4
	Supervising practitioner developed an effective mentoring relationship with practicum student							
	<i>Comments:</i>							
2.					X	0	1	2 3 4
	Expectations communicated clearly to practicum student							
	<i>Comments:</i>							
3.					X	0	1	2 3 4
	Feedback provided to practicum student on a timely basis							
	<i>Comments:</i>							
4.					X	0	1	2 3 4
	Encouraged practicum student to assume teaching responsibilities in a timely fashion							
	<i>Comments:</i>							
5.					X	0	1	2 3 4
	Overall evaluation of supervising practitioner							
	<i>Comments:</i>							
6.					X	0	1	2 3 4
	Overall evaluation of practicum site							
	<i>Comments:</i>							
7.					X	0	1	2 3 4
	Recommendation for future use							
	<i>Comments:</i>							
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

## **Section V**

# **Miscellaneous Resources**

## **Communicating With Your Supervising Practitioner (SP) Tips for Student Teachers (STs)**

1. Take the initiative to ask questions
  - Generate a list of questions
  - Would it be helpful if? vs. What can I do?
  - Think through a situation before asking the question  
    “. . . I thought it would be a good idea to . . .”    “What are your suggestions?”
2. Show that you are prepared
  - Have your cooperating teacher review plans in advance
  - Allow time for thoughtful modifications  
    (Ask how far in advance they want the plans and how formal)
3. Ask about discipline procedures
  - Sending kids to the office in one school may be seen as a “teacher on top of things” and in other schools as one who can’t handle it on his/her own
  - Try not to give a stiff penalty for a minor offense. If you throw someone out for giggling during class what will you do if someone throws a chair through the window?
4. What is your role in assessment
  - Make sure that the teacher and the kids understand how you will assess
  - Keep on top of documentation
5. How is authority shared in the classroom
  - Be careful of my class vs. your class (territory)
  - How should the supervising practitioner react to erroneous information or when you can’t answer a question
6. Discuss how you will receive feedback
  - Set time aside for formal feedback
  - Show supervising practitioner written reflection of your own teaching
  - Sometimes supervisors feel it is their job to find out what you are doing wrong and don’t give as much positive feedback as you’d like
7. Communicating when late or sick (establish a procedure with your SP)
  - Also have a way for your supervising practitioner to contact you if he/she is late/sick or there are snow days, etc.
8. Voice Mail/Answering Machines
  - Make sure your message is professional
9. Confidentiality
  - Keep all information about students, teachers, schools, districts, confidential

\*\* Personal Advice about your semester student teaching:

- A. Leave your “teacher voice” in the classroom!
- B. Your life is very different from you friends
- C. Don’t spend too much time talking about teaching
- D. Don’t bite off more than you can chew

## Evidence Ideas for the Preservice Performance Assessment

### List of possible documents that can be cited as evidence for each standard

#### A. Plans curriculum and instruction

- All lesson plans (LPs)
- Quizzes, rubrics
- Curriculum maps
- Technology – Powerpoint presentation, music used, etc.
- References cited on LPs

#### B. Delivers effective instruction

- Unit/ lesson plans
- Videotape
- Supervisor observations, midterm evaluations
- Journal entries
- Lesson plans, bulletin boards, signs, lesson plan closure, different teaching styles
- Formal/informal assessment tests/quiz, grades

#### C. Manages classroom climate and operation

- Posters and Bulletin Boards
- Lesson/unit plans (activities and extensions)
- Observations, midterm evals
- Videotape

#### D. Promotes equity

- Journal entries
- Rubric that provides an incentive to achieve
- Poster on wall
- Modified lesson plans to accommodate all students (Extensions/Refinements)
- Videotape
- Parent conference/Open House
- Student conference (one on one with teacher)
- Observations, midterm evals
- All school assembly

#### E. Meets professional standards

- Legal liability - Rules posted on wall, safety issues explicitly detailed in lesson plan, field trip permission slips
- Observations, midterm evaluations
- Resources cited on lesson plans
- Documented help from friends, colleagues, faculty or supervisor in creating lesson plans (can include in a journal entry then use journal as evidence or can cite individual on lesson plan and then use lesson plan as evidence)
- Forms of communication with parents (e.g., permission slips, progress reports, handouts used for open House, parent/teacher conferences)
- Reflections on lesson plans, journals.
- Appropriate use of technology – Lesson plan that details music that is appropriate, rules for internet as part of directions when your students are in a computer lab, etc

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

- **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, email 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 email 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 practicum, arrange a mock interview for the ST with one of the administrators.**

### College Supervisor Checklist Things to Cover with Student Teacher

- Introductions
- Communication is key
  - Make the student teacher (ST) feel at ease to contact you at home, in your office or via email.
  - Provide them with your email address, phone number(s), and best times to call early in the morning and late afternoon/evening.
  - Get their cell phone number and email address.
- Explain your role as college supervisor (CS).
  - Provide support throughout practicum
  - Provide feedback - to journals, through observations
  - Serve as a resource for planning, problem solving, etc.
  - Review/grade written assignments
  - Complete PPA (final evaluation) in collaboration with Coop Teacher
- Explain your approach to scheduling visits
  - Tell them your approach regarding scheduling visits. Do you plan out the entire semester in advance? Do you do surprise visits?(Not recommended)
- Make personal expectations clear. Take time to let your students know your style and what is important to you.
- Daily Journals
  - Review what you expect for the journal
    - Length, quality (e.g., proper grammar, spelling),
    - Content/focus (e.g., you may want to suggest they use the reflection questions found in the handbook or focus on one or more standards),
    - Daily deadline (e.g., no later than 9:00 p.m.)
  - Let ST know what they can expect to get back from you and when (e.g., daily reply, every other day, just a few lines, etc.)
- Lesson Plans, Unit Plans
  - Review your expectations -
    - All units and lessons must be prepared in advance of teaching and MUST be shown to the cooperating teacher in advance
    - REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
    - Let the ST know what you would like to see. You may want to review the first 5 lessons. They can send them as attachments via email so you can review and make sure they are on track.
    - Remind the students that when you come to observe you should always be presented with a lesson plan and their evidence binder containing all lesson plans with reflect.

- 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.
- Review 7 or 14 week calendar with detailed deadlines (Note: All assignments are repeated for second 7-week experience).
  - Reinforce requirements in the handbook and point out deadlines on the calendar (e.g., video assessment due date on calendar).
  - No specific unit plan deadline is on the calendar. The unit must be submitted to both you and 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. The final copy of the unit plan is due immediately after teaching the last day of the unit.
- Review the difference between the evidence binder (organize “artifacts” chronologically by type) and the presentation portfolio (organize by standard plus add sections as desired to showcase unique strengths/experiences).
  - Provide tips about collecting evidence, how to organize in evidence binder and cite on Preservice Performance Assessment (PPA). Briefly discuss midterm evaluation, PPA, and your preferences. Encourage the STs to ask questions and to run everything by their Coop Teacher.
  - Tell them it is not too soon to collect items for presentation portfolio. They must get permission to include photos of their students.
- Attendance and professionalism are important
  - Must notify all (School, Coop Teacher, College Supervisor, Ed Prep Office) anytime they miss a day. Remind them that it is not enough to leave phone messages. They shouldn’t stop calling until they speak with someone directly.
  - Little things are important. It is vital that they demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
  - Talk to them about taking initiative (do bulletin boards, clean equipment rooms, make some equip., etc.)
  - 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.)
- Review written assignments page in the handbook (schedule, video, etc.)
  - Remind them that you need their teaching schedule right away.
  - Review any other expectations you have regarding assignments.
- Go over grading page in handbook.
  - Coop Teacher provides input into actual teaching (60% only)
  - College Supervisor grades all written work (40%) & determines final grade.
- Ask if they have any questions.

## College Supervisors - Additional Reminders

### Responding to Journals

- Promote quality daily journals.
- Make specific suggestions on how they can improve their journals.
- Reflection questions are provided in each fieldwork handbook.
- Encourage entries that can be used as evidence/documentation for PPA.
- Be responsive. Let the students know when/how you will respond.

### Tips for Meaningful Visits

- Quality Visits, set up observations in advance. (Don't waste a trip to the school).
- Plan to observe for 2 hours. (If possible observe a minimum of 2 classes or 2 lessons.)
- If possible, before or after each observation have a 3-way discussion, even if it is brief. (Avoid having many separate conversations with ST and SP.)
- Prior to visit, check with ST to see if there is anything s/he wants you to focus on during the observation.
- If possible, be in email or phone contact with SP (cooperating teacher) throughout experience.
- Prior to visit, check with SP to see if there is anything in particular you should be looking for when you do your observation.

### Communication is Essential

- Continuously make expectations clear
- Respond to journals
- Review lessons, reflections, etc.
- Make sure assignments are turned in on time (e.g., unit plan(s), video, PPA with evidence)

### Contact the Educator Prep Office with questions, issues, suggestions

- Contact Director of Educator Preparation anytime things are not going smoothly
  - Schedule problems at school
  - Supervising teacher issues
  - Student teacher not comfortable with his/her site, supervising teacher, schedule, etc.
- Please be sure to complete the evaluation forms sent out by the Educator Prep Office. Your feedback is really valued. We are always looking for ways to improve our systems, forms, etc.