

Massachusetts College of Liberal Arts

**HANDBOOK OF
TEACHER PREPARATION PROGRAMS**

August 2017



Dear Education Students:

It is with great pleasure that I welcome you to your professional education studies at the Massachusetts College of Liberal Arts. In the Education Department of MCLA you will have many opportunities to learn from a dedicated and talented faculty, and in your field placements you will meet and work with terrific teachers, principals and students.

The Teacher Candidate Handbook is designed to be a guide to the various programs we offer at both the undergraduate and graduate levels. The handbook also provides overviews of Field Placements and Student Teaching. Please read this handbook carefully and refer to it throughout your MCLA career.

Supervising Practitioners, Program Supervisors, principals, and faculty will also find this handbook helpful for understanding program and fieldwork expectations and policies. There are sections for each constituency: students, Supervising Practitioners, and Program Supervisors. For your convenience, the handbook can be found online at: <http://www.mcla.edu/Academics/undergraduate/education/index>.

While we make every effort to insure that the information in the handbook is accurate and current, please note that it is for informational purposes only and does not constitute a contract. The information in the Teacher Candidate Handbook is subject to revision without advance notice.

If you have any questions, please do not hesitate to contact the education department office at 413-662-5381. Best wishes and good luck as you pursue a career as an educator.

A handwritten signature in cursive script that reads "Dana Rapp".

Dana Rapp, Ph.D.

Education Department Chair

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Education Department Faculty and Staff**

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contact information of adjunct faculty.***

Massachusetts Professional Standards for Teachers

(a) **Curriculum, Planning, and Assessment:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

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

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

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

MCLA students work to meet these professional standards as they create lesson and unit plans, and in their fieldwork. Core coursework at MCLA helps students to gain the foundational knowledge for understanding the bases for these professional standards. Course assignments also provide opportunities for students to apply this knowledge toward practical activities that prepare them for fieldwork.

Massachusetts College of Liberal Arts offers the following programs for Initial licensure:

Biology (Pre-K-2) (1-6) (5-8) (8-12)
Chemistry (5-8) (8-12)
English (Pre-K-2) (1-6) (5-8) (8-12)
Environmental Studies (Pre-K-2) (1-6)
Fine and Performing Arts (Only concentrations in Music or Theatre) (Pre-K-2) (1-6)
History (Pre-K-2) (1-6) (5-8) (8-12)
Interdisciplinary Studies (IDST) (Pre-K-2) (1-6)
IDST General Science (5-8)
IDST Humanities (5-8)
IDST Math and Science (5-8)
Mathematics (Pre-K-2) (1-6) (5-8) (8-12)
Philosophy (Pre-K-2) (1-6)
Physics (Pre-K-2) (1-6) (5-8) (8-12)
Political Science/Public Policy (Pre-K-2) (1-6) (5-8) (8-12)
Psychology (Pre-K-2) (1-6)
Sociology (Pre-K-2) (1-6)

The Education Department **undergraduate program** requirements are a major in the arts and sciences appropriate for the license and a major or concentration in Education which includes the Education courses listed below. All licensure students must complete a Developmental Psychology course. Additional courses are required specific to each license.

Education Licensure Courses
Education and Society
Reading and Language Arts or Reading in the Content Area
Field Placement I
Teaching in an Inclusive Classroom
Classroom Management and Teaching Strategies
Field Placement II
Curriculum and Instruction
Sheltered English Instruction
Program Development for 3, 4, 5 Year Olds (Early Childhood only)
Student Teaching Practicum
Student Teaching Seminar

Features of MCLA's Preparation Program:

At MCLA teacher education is framed by its central commitment to a liberal arts education and is built on these essential learning outcomes: knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning. Teacher candidates in all programs of study are expected to cultivate and reflect upon the dispositions that are delineated in professional, state and institutional standards and are implicit in these learning outcomes.

MCLA is also committed to providing all education students with a breadth of experience in working with PreK-12 students through three different field placements. Insofar as possible, candidates are placed in:

- three different grade ranges or levels in two or three different schools: one for Field Placement I, one for Field Placement II (methods), and one for Student Teaching.
- diverse settings to gain experience with and understanding of a variety of student populations.

Candidates build an electronic portfolio that documents ongoing development as one means for assessment of progress throughout the program.

Each candidate is evaluated by multiple faculty and supervising practitioners. Candidates also have opportunities beyond field placements to observe and engage with school communities. These opportunities include group visits to schools with MCLA faculty, tutoring, and work in after-school programs.

College Services

The following resources are available at MCLA for all students:

Advising Services is the primary academic resource on campus, providing information about college policies and procedures to current or prospective students. For additional information please refer to <http://www.mcla.edu/Academics/csse/index>.

Academic Computing located in Murdock Hall houses general purpose academic computer labs. Computers are connected to the campus-wide network and to the Internet.

The College has a Computer Support Services Department to maintain the computers and a Help Desk to support students, faculty and staff. The Help Desk is located on the first floor of Murdock Hall and is reachable at 413-662-5276.

Freel Library provides a full range of information services to the academic community as well as a number of computers for student use.

Career Services helps students and alumni assess and explore personal interests, values and skills. Learning Services provides numerous programs that assist students to achieve their academic goals at the college.

Student email accounts:

MCLA uses the Office 365 system to provide email for students, faculty and staff. All MCLA students are assigned an email account on the college's Office 365 system. It is expected that all Education students set up their account and for the duration of their time in the licensure program communicate with faculty and staff via Office 365.

Field Work Requirements Overview

Field Work Requirements:

MCLA requires two 2-credit Field Placement courses.

Field Placement I is designed as an introduction to teaching and provides preclinical experiences early in the professional program. This course must be taken concurrently with the student's first foundational Education course.

The Field Placement I experience is intended for candidates to:

- Test their personal interests and talents in direct interaction with PreK-12 students;
- Examine and assess strengths and help determine what additional personal and academic development is necessary for effective teaching; and
- Identify and analyze the personal, social, and academic requirements of teaching in order to determine whether and how their needs and qualifications match the task.

Students enrolled in Field Placement I spend at least 48 hours over a minimum of 10 weeks in a classroom. Although students typically work with one classroom teacher during this time, they are encouraged to view the school as a total functioning organization rather than a single classroom and teaching situation.

A monthly seminar and graded written assignments are also required. Supervising Practitioners provide written midterm and final evaluations and a Program Supervisor visits each classroom at least two times during the semester. The student must obtain a grade of "C" or better in order to continue in the program (B or better is required for graduate students). If a student receives a grade below the requirement he/she must petition the MCLA Education Department Undergraduate Curriculum Committee for permission to retake the course.

Field Placement II is designed to encourage students to deepen their understanding of teaching and learning. Students are required to spend a minimum of 48 hours over at least 10 weeks in a classroom setting working typically with one classroom teacher. Field Placement II is required as a concurrent course with EDUC Curriculum and Instruction. Theory, curriculum, materials and methods are integrated across content areas as well as from college-based seminars to school-based clinical settings. Areas for which no specific "stand alone" methods course exist (e.g., chemistry, physics) will see more emphasis on methods in the clinical setting.

A monthly seminar and graded written assignments are also required. Supervising Practitioners provide written midterm and final evaluations and a Program Supervisor provides at least two formal observations. The student must obtain a grade of "C" or better in order to continue in the program (B or better is required for graduate students). If a student receives a grade below the requirement she/he must petition the MCLA Undergraduate Curriculum Committee to retake the course. Under no circumstances may a student register more than twice for Field Placement II.

Policies: Undergraduate Students

Admission and Retention Policies, Initial Licensure Program

Eligibility and Retention for Undergraduate Students:

Bachelor of Arts and/or Sciences students at MCLA may declare a second major in Education (required of all Early Childhood and Elementary candidates; optional for middle and secondary candidates) or concentration in Education (middle and secondary only) at any time before the beginning of their third year of study. Because MCLA strives to meet and exceed all standards for providing the skills and knowledge necessary for candidates who wish to become high caliber teachers, we strongly recommend candidates declare the second major/concentration as soon as possible. Each candidate will be assigned an advisor from the Education Department upon declaration. Advisors play a key role in assisting candidates in completing program requirements. Licensure candidates are co-counseled by the advisor in their Arts and Sciences major as well as by an advisor in the Education Department.

Candidates pursuing the Initial License must take the Communication/Literacy MTEL before or during Field Placement I, and pass the Communication/Literacy MTEL in order to register for Field Placement II. MTEL examinations are offered throughout the year and information is available through www.mtel.nesinc.com.

All candidates must maintain a cumulative GPA of 2.8 with no grade below a “C” in foundational courses required by the Education Department. A candidate who receives a grade the requirement in foundational coursework (i.e., any course required for license with an “EDUC” prefix) may petition in writing the MCLA Undergraduate Curriculum Committee to retake the course.

Candidates must pass all MTEL examinations for the license sought prior to admission to student teaching.

Policies: Graduate Students

Admission and Retention Policies, Initial Licensure Program

Eligibility and Retention for Graduate Students:

Graduate candidates for teaching licensure at Massachusetts College of Liberal Arts must possess a bachelor's degree in the arts and/or sciences from an accredited institution of higher education.

- Applications for admission are processed through the MCLA Admissions Office.
- Official transcripts of all previous study in institutions of higher education are required at the time of application. Transcripts issued to the student are not acceptable.
- A minimum undergraduate GPA of 3.0 is required for matriculation.
- If the GPA is below 3.0, students are required to successfully complete two MEd core courses with grades of B (3.0) or better before enrolling in any other courses.
- Teacher licensure candidates may request a transcript review by the office of Graduate and Continuing Education to determine the extent of preparation toward the license content knowledge requirements and whether or not additional course work is required for the license.

Candidates pursuing the Initial License must take the Communication/Literacy MTEL before or during Field Placement I, and pass the Communication/Literacy MTEL in order to register for Field Placement II. Information and registration is available through www.mtel.nesinc.com.

All graduate candidates must maintain a cumulative GPA of 3.0 as well as a GPA of 3.0, with no grade below a "B" in foundational courses required by the Education Department. A candidate who receives a grade below a "B" in foundational coursework (i.e., any course required for license with an "EDUC" prefix) may petition in writing the MCLA Graduate Curriculum Committee to retake the course.

Education Candidates must take Field Placement I with their first foundational course in Education and Field Placement II with Curriculum and Instruction. Candidates may register for Field Placement I and II one time only. Candidates must petition the MCLA Graduate Curriculum Committee in writing for an exception to this policy.

Candidates must pass all MTEL examinations for the license sought prior to admission to student teaching.

Field Placements

Getting Started: Candidates

It is the intent of the Education Department that you use this handbook as a guide to maintain ongoing communication with your college advisor, Program Supervisor(s), Supervising Practitioner(s) and other professionals in the field and on campus. The following “helpful hints” are offered to help you think about your responsibilities as a future teacher:

1. Read and make use of information contained in this handbook.
2. Become acquainted with PreK-12 school personnel and with their roles and responsibilities. Introduce yourself to the principal.
3. Dress and act professionally at all times.
4. Educate yourself regarding school policies and expectations.
5. Know your students.
6. Handle all confidential information in an ethical manner.
7. Take the initiative in seeking help and advice from Supervising Practitioners.
8. Display a willingness to adapt to various situations and be receptive to suggestions and constructive feedback about your teaching.
9. Refrain from criticism of any aspect of a school’s operation. Questions about the purpose and/or implementation of policies are important; criticism is not.
10. Read professional literature and attend professional workshops when possible.
11. With advice and support of your Supervising Practitioner, make arrangements to observe other teachers in your placement school.
12. Work with a diverse student population (e.g., academically gifted, learning disabled, emotionally or physically challenged) in each field placement.
13. Complete self-evaluations as required.
14. Inform your Program Supervisor and advisor of progress made and of any problems encountered.

Additional information regarding field placements and student teaching may be found in this handbook as well as forms that are pertinent to the program. Licensure candidates should familiarize themselves with all forms that are used in the licensure programs. In addition, it is important that students understand the requirement for a Criminal Offender Record Information (CORI) check for each school district in which they are placed for field work.

Student liability concerns are addressed in the MCLA Student Handbook and may be found online at <http://www.mcla.edu/Academics/undergraduate/education/index>.

Getting Started: Supervising Practitioners

Candidates for the Initial license in teaching engage in three progressive field placements during the preparation program: Field Placement I (48 hours across one semester), Field Placement II (48 hours across one semester) and Student Teaching (full time; one full semester). Field Placement and Professional Seminar instructors, as well as Program Supervisors, may provide additional information or assignments.

Candidates should be immersed into the profession gradually, especially in their first field placements. A rule of thumb would be 5-6 days observing (more for first time field placements if necessary) followed by incremental assignments/expectations for working one on one, small groups and full class. In Field Placement I and II, students may not reach the goal of working with a full class; please exercise your own professional judgment.

Every prospective teacher is an individual with differing background experiences and levels of maturity. MCLA faculty and staff would never presume to know what is best for each Supervising Practitioner's class(es) and we understand that teachers are chosen as Supervising Practitioners for their expertise and professionalism. Please exercise your own professional judgment and contact the instructor of the associated course or the chair of the Education Department if you have any questions or concerns.

The following guidelines are intended to assist Supervising Practitioners by clarifying responsibilities. It is assumed the Supervising Practitioner and the candidate will intensify expectations as progress is made through the preparation program (i.e., higher expectations for students in Field Placement II than in I).

1. Prepare for the Candidate

- Exchange email address, phone numbers, etc. with Candidate, Program Supervisor and/or instructor.
- Attempt to enhance status of Candidate in your classroom by preparing students and parents for the arrival of a new teacher. Consider sending a letter to parents/guardians making them aware of the candidate's participation in your classroom.
- Provide a work area for your student teacher, including desk or desk space, or a chair and/or desk for field placement students.
- Provide instructional resources.
- Have a discussion with candidate and Program Supervisor regarding expectations (yours as well as theirs!).

2. Orient the candidate

- Introduce student to colleagues, administrators, staff members.
- Introduce student to your class(es); include names, special needs, interests, community background.
- Acquaint candidate with your students' cumulative records and the manner

- in which data are used in your classroom and school.
 - Provide candidate with class schedule and student handbook; familiarize candidate with school policies and procedures including classroom management practices.
 - Acquaint the candidate with supplies, instructional materials and resources, the library, media support.
3. Explain routines and your expectations for this experience
- Plan a tentative timeline for assigning teaching responsibilities for the semester (confer with Program Supervisor for observation dates).
 - Clarify Candidate's responsibilities regarding hours, clerical duties, conferences, other commitments.
 - Respect the candidate as a partner in the responsibility for his/her growth as a teacher.
4. Assist in instructional planning
- All Candidates in each field placement experience should work on developing lesson plans. Candidates may use partial or full lesson plans from the Supervising Practitioner where appropriate or a combination of existing and Supervising Practitioner's lesson plan while candidate works on preparing her or his own lesson plans.
 - Guide the student in becoming a self-initiated planner.
 - Share long range goals and plans as well as what has happened before the candidate's arrival. Describe what will most likely follow.
 - Assist the Candidate in considering the learning abilities of all students.
 - Review lesson plans and offer suggestions well in advance of implementation of the plan (please see sample lesson plan format but know this format is provided as an example only; components are required but specific format is not).
 - Encourage Candidate to think through objectives and decide what teaching techniques will best meet the objectives.
 - Assist Candidate with assessment and analysis of the lesson.
 - When appropriate (i.e., for Field Placement II), assist candidate in selecting a topic for the unit plan and approve the plan before implementation.
5. Guide the Candidate
- Model and describe various teaching strategies and materials.
 - Demonstrate and explain techniques for maintaining classroom control.
 - Help the candidate observe and understand individual needs and progress of individual students.
 - Determine the pace at which a candidate should increase teaching responsibilities.

- Provide a variety of professional experiences (i.e., attending meetings, professional development workshops, parent-teacher meetings or conferences).
 - Encourage the Candidate to develop and implement a variety of teaching techniques.
 - Guide the Candidate in the development of his or her own individual style of teaching.
 - Provide the Candidate with the opportunity to establish her/his own authority and rapport with students.
6. Observe the Candidate
- Observe and provide informal feedback to Candidates.
7. Evaluate the Candidate
- Review evaluation forms (see evaluation section of this handbook).
 - Encourage candidate to engage in self-evaluation.
 - Help provide a cumulative look at the progress of each Candidate.
 - Know that you have the right to recommend removal of an ineffective or unmotivated Candidate.

Getting Started: The Program Supervisor

The Program Supervisor supports prospective teachers as well as Supervising Practitioners in their work with candidates. The following guidelines are intended to clarify the responsibilities of the Program Supervisor but this, as with previous lists, is not meant to be exhaustive. The MCLA Education Department faculty and staff encourage all professionals to use their expertise in assisting prospective teachers while they are engaged in clinical work.

All supervisors serve as a liaison between the college and the cooperating schools. Supervisors also serve as liaisons between the Supervising Practitioner and preparation program through explaining the philosophy, goals and policies of the program; informing teachers of written records and evaluations required of them; and informing teachers of records, assignments, and seminars required of candidates, and their nature, purpose and due dates.

Program Supervisors of Field Placement I participants should visit candidates and Supervising Practitioners at least one time during the semester. There is no specific observation form required; this visit may or may not involve an actual teaching moment. A written report of the visit should be shared with the students for their portfolio.

Program Supervisors of Field Placement II participants should visit each candidate at least two times. Visits include a formal observation of a lesson; students should submit a lesson plan before the visit and may have a pre-visit conference. A post-observation conference is required along with a written observation. Program Supervisors should also meet with Supervising Practitioners to discuss progress of the candidate.

Program Supervisors of student teachers conduct three three-way meetings (initial, midterm evaluation, final evaluation) and three formal observations. Through regular contact with Supervising Practitioners, Program Supervisors help ensure that each Candidate engages in a variety of teaching experiences and has increased responsibilities as the semester evolves.

- provide written comments of each observation to the candidate, Supervising Practitioner to be added to their file in Education Office;
- confer with candidate to cooperatively analyze and evaluate his/her teaching;
- counsel candidate concerning any problems with adjustment to her/his teaching role;
- make candidate aware of teaching strategies, techniques, materials, resources that might improve performance;
- assist and serve as a liaison in documentation of candidate performance (please see CAP).

Getting Started: Administrators in Cooperating Schools

The role of administrators in cooperating schools is to facilitate the preparation program by assisting the various persons involved in the program. We realize that administrators are already very busy and we appreciate any help that can be provided in:

Assisting in identifying exemplary supervising practitioners.

Helping to create an atmosphere of acceptance for the preparation program.

Assisting in orienting student teaching candidates through:

- Providing the candidate with a faculty or school handbook;
- Helping the candidate interpret school policies;
- Providing resources such as a desk and mailbox;
- Inviting the candidate to attend school-parent meetings;
- Within reasonable bounds, treating the candidate as a faculty member.

Student Teaching Practicum

Admission to Student Teaching:

Candidates applying for admission to student teaching/professional semester must have:

- An overall GPA of 2.8 and a 2.8 GPA in education courses (3.0 for graduate students).
- Completed all liberal arts degree requirements and all foundational courses in Education.
- Passed all required MTEL examinations.
- Submitted an application for student teaching
- Submitted two references from a Field Placement teacher or other professional who has observed you in front of a classroom.
- Completed an interview with two members of the Education Department faculty.

Student Teaching Practicum applications are available in the Education Department at the beginning of each semester. Applications must be completed the semester prior to the semester in which the applicant would like to enroll in the practicum.

Application deadlines for the Student Teaching Practicum application are announced early each semester via email and posted in the Education Department hallway.

Candidates may register for student teaching only once. Candidates must petition the MCLA Undergraduate or Graduate Curriculum Committee for exception to this policy.

All student teachers are expected to submit a completed teacher licensure application with application fee to the Department of Elementary and Secondary Education (DESE) prior to the end of the student teaching semester.

Teacher licensure applications and payment are made online via the DESE website:

<https://gateway.edu.state.ma.us/elar/common/EducatorWelcomePagePageControl.ser>.

MCLA recommends sending supporting documents such as transcript/s by registered or certified mail.

PLEASE NOTE: The Initial license is issued to a person who has met the preparation and eligibility requirements established by the Board of Elementary and Secondary Education and who has completed a teacher preparation program approved by the Commissioner; it is valid for five years of employment. Teachers must complete an appropriate master's degree program or its equivalent for the Professional license.

The above requirements are based on the Massachusetts Department of Elementary and Secondary Education's *Regulations for Educator Licensure and Preparation Program Approval*. Current regulations can be found: <http://www.doe.mass.edu/lawsregs/603cmr7.html>.

THE EDUCATION DEPARTMENT STRONGLY ENCOURAGES ALL PROGRAM PARTICIPANTS TO FAMILIARIZE THEMSELVES WITH STATE AND COLLEGE REQUIREMENTS.

Provisional Acceptance:

The Education Department interview team has authority to determine whether a candidate meets the admission standards for the Professional Semester. If the Department interview team has some reservation about whether a candidate meets or will meet all of the standards, the candidate may be accepted provisionally. (Often candidates are accepted provisionally because their overall grade point average is unavailable at the time of the interview and must be reviewed at the end of the semester.) The Education Department will send candidates letters of provisional acceptance which will contain the following:

- A delineation of the steps that must be taken in order to gain full acceptance into the Professional Semester;
- A recommendation that the candidate investigate an alternate program of study in the event that full acceptance is denied;
- Any other matters which the Interview Team deems appropriate.

All applicants will be notified in writing as to the status of their application.

Policies and Practices

Maintaining Standards of Performance throughout the Professional Semester:

In order to be recommended for licensure, candidates who are admitted to the Professional Semester must maintain standards of performance throughout the semester; these standards include but are not limited to:

- Maintaining a 2.8 average or higher (3.0 for graduate students), and
- Earning a grade of C+ (B for graduate students) or higher in the Student Teaching Practicum and Seminar.

At any point in the Licensure Program, if the Department Chair or Coordinator of Educator Licensure & Placement determines that a candidate is in serious jeopardy of successfully completing the Licensure Program, a *Statement of Conditions* will be written specifying what the candidate must do to continue in the Program.

Semester Schedule and Attendance Policy:

Student Teachers will be in the classroom full time for the semester and are expected to be present and prepared to teach each day the cooperating school is in session. In case of illness or emergency, Teacher Candidates are expected to telephone and/or email both the Supervising Practitioner and the Program Supervisor.

Teacher Candidates absent more than three days during a semester may be required to withdraw from the licensure program. In instances of extended absence, Teacher Candidates who are permitted to continue in the licensure program will be required to fulfill the hour requirement established by the MCLA Education Department.

Substitute Teaching:

Teacher Candidates may work as paid substitutes within their cooperating school provided that it is the cooperating school policy to do so and provided that such substituting in no way compromises student teaching responsibilities. Those hours for which a student teacher is paid may not be logged in as part of the required field experience.

Vacations and Holidays:

The Student Teaching calendar is included in the placement packet. During the fall semester, there is usually no discrepancy between the College calendar and the cooperating school calendar. During the spring semester, the cooperating schools and the College are likely to have vacations scheduled for different times. **In the case of a discrepancy, Teacher Candidates will abide by the cooperating school calendar and will continue teaching full-time during the College vacation.** Student Teachers enrolled in College classes that meet during their Professional Semester will be excused from the Education classes during the public school vacation week/s. **Special permission may be granted to Student Teachers who have compelling reasons to take the College vacation, but they must make their requests in writing prior to the end of the previous semester.** (Form: Application for Permission to Reschedule Practicum Hours) In addition, they must agree to perform an additional week of Teacher Candidate teaching at the end of the College semester.

Supervising Practitioner's Responsibilities:

The Supervising Practitioner serves as the role model and mentor for the Teacher Candidate and helps the Candidate navigate, and benefit from, the experiences associated with the teacher role. Because of the intensity and primacy of the relationship between the Teacher Candidate and the Supervising Practitioner, both are urged to create and maintain open and honest communication with each other and with the Program Supervisor.

The 2016 *DESE Guidelines for the Candidate Assessment of Performance* and the *Handbook for the Candidate Assessment of Performance* contain extensive information about protocols to follow, performance rubrics, as well as the required and recommended forms referred to here and elsewhere. Link: <http://www.doe.mass.edu/edprep/cap/guidelines.html>

The responsibilities of the Supervising Practitioner include the following: **Note: the last section of this handbook has additional resources, including a "Supervising Practitioner's Checklist."**

- Develop a schedule with the Candidate. Allow the candidate to observe and assist in classes early in the practicum experience and gradually assume more of the responsibilities associated with the role of teacher, eventually taking on all the responsibilities of a full-time teacher.
- Provide continuous feedback and evaluation to the Candidate as to his/her progress during the practicum. Set up a time to meet each week to plan and discuss progress.
- Take part in the required Announced and Unannounced observations.
- Consult regularly with the Program Supervisor about the performance and progress of the candidate. Share noted strengths, any concerns or areas needing improvement.
- In the event that the Candidate is not making satisfactory progress and/or there are major concerns/issues, collaborate with the Program Supervisor to fill out the MCLA "Intervention Form" located in the last section of this handbook. *
- Check and initial the log of hours for the candidate weekly and retain a copy of the Log of Practicum Hours for re-certification records.
- Throughout the practicum, refer to the DESE *CAP Guidelines* and the *CAP Handbook* for detailed explanation of requirements – CAP Observation Forms, CAP timelines and ratings - as well as recommended forms and resources.
- Work with the Program Supervisor to calibrate both the Formative Assessment Rubric and the Summative Rubric. This form is submitted electronically.
- Sign Section 2 of the *Candidate Assessment of Performance (CAP) Form* at each of the three-way meetings with the Program Supervisor and Candidate. On the last visit, indicate whether the Candidate meets all of the Massachusetts licensure requirements.
- Write a narrative evaluation based on these ratings on school letterhead.
- Review all CAP forms at the final three-way meeting. Sign where indicated.

*In cases where the Supervising Practitioner and the Program Supervisor are unable to agree whether the candidate meets the five Massachusetts Licensure standards, the Education Department Chair will serve as mediator to resolve these differences.

Program Supervisor's Responsibilities:

The Program Supervisor also serves as a mentor to the Teacher Candidate. S/he guides and oversees the Teacher Candidate and the Supervising Practitioner, keeping communication open. **Note: The last section of this handbook has additional resources, including a "Program Supervisor's Checklist."**

The **2016 DESE Guidelines for the Candidate Assessment of Performance** and the **Handbook for the Candidate Assessment of Performance** contain extensive information about protocols to follow, performance rubrics, as well as the required and recommended forms referred to here and elsewhere. Link: <http://www.doe.mass.edu/edprep/cap/guidelines.html>

The following is a list of Program Supervisor's responsibilities:

- Send an email to the building principal and Supervising Practitioner introducing yourself and schedule your upcoming initial visit.
- During the first visit, introduce yourself to the building principal, then meet with the Supervising Practitioner to: exchange phone and email contacts, review his/her role in working with one of our Candidates, provide an overview of the practicum evaluation system, which includes both MCLA and CAP requirements, and answer any questions s/he may have. (Note: when visiting a school, professional appearance is a must.)
- Refer to the *CAP: Three-Way Meeting Checklist* for each meeting, which is located on Page 38 of the CAP Handbook.
- Conduct a brief, 15-20 minute, pre-conference with the candidate prior to each observation. Refer to the **ESE Model Observation Protocol Pre-Conference Planning Form** to review the lesson and materials, and share feedback or questions with the candidate.
- Oversee the 4 required observations: pre conference, observation, (use the CAP Observation form), and post observation. During each visit, complete the *CAP Observation Form* to collect evidence. After the observation, discuss with the Supervising Practitioner the evidence collected and begin calibrating the feedback and the Formative Rubric. (CAP Handbook, P. 11) Use the *Post Conference Planning Form* to discuss what was observed with the Candidate and the Supervising Practitioner at the same time. Copies of all forms should be provided to the Candidate and the Supervising Practitioner.
- Consult regularly with the Supervising Practitioner by phone or email about the performance and progress of the Teacher Candidate.
- Review the Candidate's *Self-Assessment* and *Goal Setting & Plan Development Forms* as well as contents of the ePortfolio and discuss with the Practitioner as appropriate.
- Throughout the practicum, refer to both the *DESE CAP Guidelines* and the *CAP Handbook* for detailed explanation of requirements – CAP Observation Forms, CAP formative and Summative Ratings, as well as recommended forms and protocols.

- Work with the Supervising Practitioner to calibrate both the Formative Assessment Rubric and the Summative Rubric. This form is submitted electronically at the end of the semester.
- Sign Section 2 of the *Candidate Assessment of Performance (CAP) Form* at each of the three-way meetings with the Supervision Practitioner and Candidate.
- Notify the Education Department Chair if there are any problems, concerns, or issues with the site, Candidate or Supervising Practitioner. Use the *Intervention Warning Form* (in the back of this handbook) if there is any chance the candidate may not be able to meet all state professional standards for teachers and is at risk of not being recommended for licensure.
- Review lesson plans and units during times of full responsibility.
- At the final three-way meeting: Oversee that Sections 1 and 2 of the CAP form are completed correctly. Make sure that the bottom of Section 2 is signed and accurate and indicate whether the Candidate is “ready to teach.”
- NOTE: prior to the final meeting, confer with the Supervising Practitioner, and, using evidence collected in observations and Candidate’s feedback, determine the summative ratings and support with evidence. (CAP Summative Assessment form)
- Write a final narrative evaluation on MCLA letterhead.
- Calculate and submit the final practicum grade as shown on Page 30.

Teacher Candidate's Responsibilities:

The position of the Teacher Candidate is a particularly sensitive one, as the Candidate is expected to fulfill the role of college student and the role of teacher. The Candidate is, therefore, urged to read and review **all the materials** in this handbook, as well as the CAP Handbook, in order to ensure adherence to college policies and procedures, fulfillment of state requirements for teacher licensure, knowledge of expectations held for the candidate by the college and its agents, and awareness of the degree to which the candidate meets these expectations will be determined. Some of the items in the handbook are also specifically intended to encourage candidates to become familiar with the policies and procedures at the practicum site, particularly those of the Supervising Practitioner. (Note: See last section of the handbook for a checklist)

The **2016 DESE Guidelines for the Candidate Assessment of Performance** and the **Handbook for the Candidate Assessment of Performance** contain extensive information about protocols to follow, performance rubrics, as well as the required and recommended forms referred to here and elsewhere. Link: <http://www.doe.mass.edu/edprep/cap/guidelines.html>

Teaching Requirements:

- By the close of the student teaching experience, the Candidate will have demonstrated competence in the planning and delivery of instruction, assessment of students, and classroom management and professionalism. More specifically, the candidate must demonstrate proficiency in the six essential elements as established by DESE and addressed in the CAP Guidelines (p. 9) and Handbook. (See also last section of this Handbook)
- The candidate will plan lessons (see last section of this handbook), which are appropriate to the students' instructional needs, the goals of the school curriculum, and also acknowledge the pupils' interests and life experiences. Plans should provide maximum participation, use of available materials, equipment, and utilization of instructional personnel/resources.
- Attention should be given to the development of specific objectives that reinforce the goals of the unit, build on prior knowledge, address different learning styles and meet the needs of diverse learners. (See lesson plan checklist on p. 31)
- A written plan will be developed for each different lesson taught by the Candidate and for each unit of instruction for which the Candidate has major responsibility. The Candidate is expected to submit these plans to the Supervising Practitioner for comment prior to implementation and should maintain them electronically or hard copy for evidence.
- The Candidate will develop plans by using a variety of resources and in a manner that demonstrates dynamic interest and involvement. The Candidate will evaluate each lesson as it transpires and will make adjustments to the objectives and teaching methods as appropriate.

- During the lesson, the Candidate will ensure that learners receive timely, correct, and frequent knowledge of results and specific feedback.
- The Candidate 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 Candidate on the lesson plan. Verbal and written comments should be solicited from the Supervising Practitioner.
- In cases in which the Candidate is responsible for selection/creation and administration of tests/assessments, the Teacher Candidate will select/create assessments that are valid and reliable, will ensure that the testing environment permits accurate results, accommodations have been made according to IEPs/504s, and will grade assessments fairly and promptly.
- The Candidate 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 errors.
- In cases in which supervision of pupils is involved, such as bus, lunchroom, and recess supervision, the candidate will adhere strictly to department and school policies.
- Additionally, in instances in which disciplinary action against pupils is warranted, the Candidate will adhere to the department and school policies and to commonly accepted practice. The Candidate will attempt to avoid discipline problems by careful planning and execution of lessons, consistency in policy enforcement, and by judicious use of motivation and reinforcement techniques.

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 injuries. As soon as possible, call your Supervising Practitioner, Program Supervisor, and the Coordinator of Educator Licensure & Placement, to notify them of the accident.
2. Follow all 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 for safety issues with Supervising Practitioner and/or Program Supervisor. For example, one of your students may be difficult to control. You are concerned that s/he will get injured. Discuss this individual with your Supervising Practitioner and/or Program Supervisor to develop strategies for dealing with this student in order to prevent a mishap from occurring.

Written Work:

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

- Teaching schedule
- Log of hours
- Evidence binder
- Lesson plans with notes/reflections
- Unit plans: all handouts and assessments
- CAP forms required by MCLA and DESE as well as recommended forms/reports used
- Draft of Candidate Assessment of Performance (CAP) completed as semester unfolds
- Final CAP with all evidence properly cited

Professional Responsibilities:

Attendance and Punctuality

1. Except in cases of serious illness and approved excused absence, the Candidate will attend every school activity for which s/he is professionally obligated. This includes professional development workshops and other teacher meetings.
2. The Candidate will personally contact the Supervising Practitioner, the Coordinator of Educator Licensure and Placement, and the Program 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 **five** phone calls giving immediate notice must be made: School site, Supervising Practitioner's home/cell, Education Department Administrative Assistant, Coordinator of Educator Licensure and Placement, and Program Supervisor.
4. The candidate 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 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 (Candidate should adhere to the same schedule as his/her Supervising Practitioner - when s/he arrives, you arrive, when s/he leaves you may leave).
5. The Supervising Practitioner must grant permission for late arrival/early dismissal and the Program Supervisor and Coordinator of Educator Licensure and Placement must be notified.

Appearance

The Candidate will dress professionally at all times. The Candidate will also adhere to any additional policies set up by the Supervising Practitioner or by a school administrator. It is the obligation of the candidate to obtain this information.

Grading:

The Candidate’s letter grade will be determined by the Program Supervisor in consultation with the Supervising Practitioner. The Candidate will be graded on his/her performance in the following categories:

Teaching/Instructional Performance (CAP)	60%
Written Work: Lesson plans, handouts, worksheets, assessments,etc.	40%

Candidates 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 the grade.

Professional Semester Seminar:

Candidates attend a weekly seminar during the professional semester. This seminar is designed to integrate theory and practice in teaching, to provide participants with the opportunity to reflect on their student teaching experiences, and to engage in peer discussions about the responsibilities of the teaching profession. Guest speakers are brought into the seminar to discuss such matters as what it means to be mandated reporter of suspected child abuse and neglect, the certification process, resume building, and interviewing for jobs. Students also build an electronic portfolio (ePortfolio) documenting their experiences in the classroom to help them to meet the professional standards for teaching (PSTs) set by the Massachusetts Department of Elementary and Secondary Education (DESE). The portfolio is also a place for candidates to demonstrate the ways they are applying their subject matter knowledge (SMK), and to further reflect upon, develop, and refine their understandings and beliefs about teaching and learning.

MCLA Lesson/Learning Plan Checklist

(Each lesson or learning plan should include these basic elements. The College Instructor and/or the Supervising Practitioner can determine the exact format)

Basic Information

- Title of Lesson or Activity
- Name (of person teaching)
- Subject or Content Focus
- Grade
- Date
- Estimated amount of time
- Brief overview

Learning Objectives

- State/Local Standards: what standards will be taught?
- Deeper conceptual understandings or long-term learning goals
- Acquisition of knowledge and skills: what information and basic concepts should students know and be able to recall? What discrete skills should students be able to use?
- Prior knowledge and skills: what prior knowledge and skills are required for students to be successful in the lesson?
- Connections to activities of daily living (optional): What connections, if any, can be made between the concepts, skills, or knowledge gained in this learning experience and the life of the student outside the classroom?
- Essential questions (optional): what thought-provoking questions will foster inquiry?

Assessment (include the type of assessment and when it will be administered)

- Description of each assessment and how it meets one or more of the learning objectives
- For each assessment, indicate the type (e.g., formative, interim, summative; informal vs. formal)

Learning Activities (include expected time allocations)

- Opening activity, including a statement of the learning objectives
- Sequence of activities with descriptions of each activity
- Closing activity
- Materials and equipment needed for each activity
- Modifications or extensions to simplify or enhance this experience for students of all abilities
- Use of instructional or assistive technology: what technology will you use to enhance the learning or provide opportunities for students who require assistive technology without stigmatizing or separating the student?
- Opportunities for additional learning (optional): what additional work might enhance, reinforce, or further the learning from this learning experience?

Reviewing your Lesson Implementation (optional; done after teaching)

- Were the learning objectives met? What is the evidence for student learning?
- What activities worked well, and why? What activities did not work as well, and why?
- What changes were made during the lesson? What were the results of these changes?
- What revisions need to be made to this lesson?
- Assess your teaching behaviors: were you satisfied with the way you introduced the activity, your level of enthusiasm, your physical positioning, your word choices, your attentiveness to student behaviors?

Unit Plan

Unit topic or theme:

Time frame:

Learning/teaching context: Community; School; Students

MA curriculum standards taught

Alignment with Supervising Practitioner's goals

Rationale for topic, activities, assessments (based on context, standards, Supervising Practitioner's goals)

Materials and equipment needed

Unit objectives/achievement targets/ outcomes

Methods of assessment (informal and formal; formative and summative; prior to, during and end of unit)

Unit learning activities and

organizational patterns:

Introduction:

Developmental activities (general listing with

block plan) Culminating activities/conclusion

Assessment of total unit:

Teacher

Student

Outreach to families

Forms and Checklists



Midterm Evaluation of the Field Placement

Student: _____

Rating Scale: 4 = Yes 3 = Most of the time 2 = Sometimes 1 = Almost never

The pre-practicum student:

1. is punctual	4	3	2	1
2. follows the agreed upon schedule	4	3	2	1
3. dresses appropriately	4	3	2	1
4. actively participates in my classroom	4	3	2	1
5. is prepared when assisting in my class	4	3	2	1
6. values my feedback	4	3	2	1
7. appears to be interested in teaching	4	3	2	1
8. is respected by the students in my class	4	3	2	1
9. has informed me of the goals and objectives for this field placement	4	3	2	1

Comments: (Please add any comments you may have, particularly if you have given the student 2 or below in any of the categories above). Use back of page if necessary.

Supervising Practitioner: _____ School: _____

Signature: _____ Grade Level: _____ Date: _____

Deadline: _____



FINAL EVALUATION OF THE CANDIDATE'S FIELD PLACEMENT EXPERIENCE

Student: _____

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Directions: Considering your student's field placement level, rate the student for each attribute from 4 to 1, based on the definitions below. Please provide a brief comment, **particularly if you have given the student 2 or below in any of the categories.** Use the back of the page if necessary.

Rating Scale: 4= Above Average 3=Satisfactory 2=Needs Improvement 1=Unsatisfactory N/A=Not Applicable

Massachusetts Professional Standards for Teachers					
(1) Curriculum Planning and Assessment Standard					
• demonstrates adequate subject matter knowledge for the level of the field experience	4	3	2	1	N/A
• asks appropriate questions of students to generate discussion	4	3	2	1	N/A
• demonstrates familiarity with instructional technology, terminology and pedagogy	4	3	2	1	N/A
• offers to assist the teacher and students and participate actively in classroom activities	4	3	2	1	N/A
• depending on field experience, plans and teaches a lesson or lessons	4	3	2	1	N/A
• connects lessons to state frameworks	4	3	2	1	N/A
<i>Comments:</i>					
(2) Teaching All Students Standard					
• demonstrates an interest in class procedures, school organization, and school functions	4	3	2	1	N/A
• demonstrates ability to be aware of all behavior and activity in the classroom	4	3	2	1	N/A
• responds to student needs	4	3	2	1	N/A
• uses oral and written language clearly and effectively	4	3	2	1	N/A
• demonstrates appreciation of classroom diversity	4	3	2	1	N/A
• respects and abides by classroom and school policies and procedures	4	3	2	1	N/A
<i>Comments:</i>					
(4) Professional Culture Standard					
• demonstrates a positive attitude toward the role of the teacher	4	3	2	1	N/A
• interacts appropriately and professionally with students and school personnel	4	3	2	1	N/A
• attends regularly, arrives on time, and is appropriately dressed	4	3	2	1	N/A
• accepts constructive criticism	4	3	2	1	N/A
<i>Comments:</i>					
Overall evaluation of prospective teacher	4	3	2	1	N/A

Supervising Practitioner: _____ Date: _____

School: _____ Grade Level: _____

Deadline:

Intervention Contract

Student:

College instructor/Program supervisor:

Partner teacher/Supervising practitioner:

Effective date:

Expectations for student within one week of effective date:

- Creates a calendar, in consultation with partner teacher, delineating all the planned days in the classroom (with the understanding that they need to meet the 48 hour minimum)
- Demonstrates capability to meet the expectations for the entire field placement experience (see below)

Expectations for student within two weeks of effective date:

- Shows consistent pattern of having met expectations for the entire field placement experience (see below)

Expectations for student during entire field placement experience:

- Exhibits professional attire and behavior
- Responds to all communication in a timely fashion
- Follows all partner school and MCLA policies
- Consistently attends and arrives at a mutually agreed upon time
- Shows respect to and interacts well with students, teachers, staff, and administrators
- Maintains confidentiality (as agreed to in the signed Confidentiality Agreement)
- Accepts feedback willingly
- Uses tact and good judgment
- Maintains accurate and complete records
- Models honesty, self-motivation, self-discipline, and personal responsibility
- Interacts effectively with students and families

If any of these expectations are not met, the student will be withdrawn from the field placement.

Signatures

Student: _____

College instructor/Program Supervisor: _____

Partner teacher/Supervising Practitioner: _____

Supervising Practitioner Checklist of Things to Cover with Teacher Candidate:

First Day/Week

- Introducing candidate to principal, other key administrators, support personnel (e.g., guidance counselor, nurse, etc.), other teachers as appropriate.
- Giving tour of the school.
- Providing a space the candidate can call his/her own (even if it is a small desk/table and chair in the corner somewhere).
- Providing daily/weekly schedule and school calendar.
- Providing curriculum, content/topics to be taught for upcoming units.
- Providing other materials and resources. Student Handbook & Faculty Handbook
- Reviewing any critical policies during first week (e.g., progressive discipline procedures related to classroom management)
- Discussing photo and video policies, permission needed.
- Special Procedures – Snow days/delays, medical emergencies (e.g., injuries, illnesses), emergencies (e.g., fire, weather related, lockdowns, etc.).
- Reviewing special needs of any students (IEP related, allergies, etc.).
Providing 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.
- Informing the Candidate of the resources you have available that might be helpful for planning lessons, etc.

Communication is key

- Setting aside some time each day (if possible) when you can review plans, answer questions, and/or debrief. A designated time each week is suggested.
- Making it clear how/when you want the Candidate 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).
- Exchange cell/home phone numbers, email addresses, and best times to contact. Exchange this information also with the Program Supervisor.

Explain your role as Supervising Practitioner

- Providing support throughout practicum. Serve as a mentor/coach.
- Providing feedback related to the CAP's standards and six essential elements: *Curriculum, Planning and Assessment, Teaching All Students, Professional Culture*
- Serving as a resource for planning, problem solving, etc.
- Assisting with time management, assessment of student learning, etc.
- Helping candidate identify appropriate evidence for **Candidate Assessment of Performance** that meets the various standards and elements.
- Work closely with the Program Supervisor to collect evidence for both the Formative and Summative CAP Rubric to determine ratings.

Make personal expectations clear by taking time to let the Candidate know what is important to you. Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance, no coffee in classroom, etc.) 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 observation form once a week.

Lesson Plans - Review your expectations

- All lesson plans must be prepared in advance of teaching and **MUST** be shown to the Supervising Practitioner in advance by a prearranged deadline.
- Let the Candidate know when you would like to see all plans (e.g., a day in advance, first thing in the morning, a week in advance.)
- Candidate should be reminded to use resources when planning (they should not be planning everything off the top of their head).
- Remind Candidate to vary teaching methods/styles and forms of assessments. For example, use scoring tools when assessing by observing.
- Help Candidate match lesson objectives to district grade level/content standards/outcomes.

Assist Candidate in becoming a reflective teacher

- Remind Candidate to jot down notes/reflect after each lesson taught. Helps the Candidate to be able to recognize strengths and weaknesses.
- Confer with Candidate as they complete the Self-Assessment and Goal Setting & Plan Development forms, as well as the Post Observation Form, after each formal observation.

Class Control and Management

- Model good management techniques (e.g. consistent, progressive discipline).
- Remind Candidate 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 three-way meeting, coordinate with Program Supervisor and Candidate various deadlines.
- Discuss deadlines throughout the experience. There are two announced and two unannounced formal observations as well as pre and post conferences and three-way meetings. Make adjustments as necessary in conversation with Program Supervisor and Candidate.

Attendance and professionalism are important

- Must notify all (school, Supervising Practitioner, Program Supervisor, Coordinator of Educator Licensure and Placement) anytime s/he misses a day. Remind him/her that it is not enough to leave phone messages. Candidate shouldn't stop calling until s/he speaks with someone directly.
- Little things are important. It is vital that the Candidate demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
- Encourage him/her to take initiative and be involved outside school day.

If possible, near the end of the practicum, arrange a mock interview for the candidate with one of the administrators.

The candidate has read or become familiar with:

- District Curriculum guides
- Massachusetts Curriculum Frameworks/Common Core
- Supplementary textbooks

The candidate has:

- Written daily lesson plans
- Participated in pupil evaluation and grading
- Planned units (mini, interdisciplinary)
- Provided for individual differences of students (ELLs, exposure to IEP/504 goals)

General and specific tasks:

- Course of study
- Teacher's manuals
- Used technology and audio-visual resources
- Used community resources
- Used library resources
- Planned individual, small groups and full class lessons

The candidate has developed an awareness of school/agency policies and practices related to the following:

- School calendar
- Bell schedule
- Taking attendance
- Opening Exercises
- Dismissing class
- Entering building
- Reporting accidents
- First aid service
- Fire /Lock down drills
- District assessment programs
- Care of textbooks
- Use of school library
- Disciplinary procedures
- Policies as noted in school handbooks

The Candidate has had experience in the following types of activities:

- Planning and directing recess/play periods
- Professional and in-service meetings
- Parent conferences/IEP meetings
- Lunch and/or study hall duty
- Requisitioning supplies/teaching materials
- Special day programs/ assembly programs
- Field trips
- Team teaching
- Conferences with guidance staff

Program Supervisor Checklist of Things to Cover with Teacher Candidate:

Communication

- Email Supervising Practitioner and principal to introduce yourself
- Schedule your initial meeting to review requirements and Candidate Assessment of Performance (CAP) with Supervising Practitioner, Candidate and yourself.
- Exchange phone numbers, email addresses, and mailing addresses

Responsibilities

- Sign Section 2 of the ESE form in the CAP rubric at each of the three-way meetings (three total: initial, mid-term, and final)
- Schedule first formal observation visit. At least 4 observations using the CAP Observation Forms must be conducted. Evaluations should be sent to Candidate, and Supervising Practitioner. A copy must be placed in the candidate's file in the education department office.
- Require that lesson plans for formal observations be sent to Program Supervisor at least 24 hours in advance for review.
- Schedule a brief, 15-20 minute, pre-conference with candidate prior to each formal observation to review lesson, materials, and share feedback or ask questions.
- Schedule a post-conference after each observation with the candidate and supervising practitioner to share targeted feedback.
- Require lesson plans for all subjects taught while assuming full responsibility. Check and provide feedback.
- Review the evidence in ePortfolio, Self-Assessment and Goal Development Plan Forms, and Observation Forms prior to completing the CAP Rubric with Supervising Practitioner.
- Write a final narrative evaluation on MCLA letterhead.

Supervising Performance

A key component of success in the practicum is the quality of the supervision. High quality supervision includes all of the following actions:

- Observing on a regular basis and in a variety of situations. At least **four** formal observations should be conducted (two announced, two unannounced) spaced equally throughout the semester. Use CAP Observation Forms.
- Providing feedback on the performance of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records). Including both positive and negative perceptions of performance.
- Helping relate teaching theory to teaching in the classroom (e.g., reasons for selection of certain instructional materials and methods).
- Identifying the ways in which basic principles of learning are applied.
- Discussing each plan and offering suggestions prior to teaching; encouraging independent, creative thinking in planning, use of materials, motivation, and teaching approaches.
- Withholding criticism during a lesson except when a correction would be in the best interest of the classroom students.
- Helping to develop consistent classroom management techniques that support learning, self-control, and respect for others.
- Supporting the habit of constant self-assessment, including post-lesson analyses.

- Encouraging and supporting rapport between you and the candidate; cultivating a collegial, professional working relationship.

Conferencing

- Regularly held conferences promote successful development during the student teaching practicum.
- Conferences may involve two or more individuals (e.g., Supervising Practitioner, Candidate, Program Supervisor, building administrator).
- Conferences may be held immediately following an observation of a lesson or within 48 hours to provide time to reflect on the experience. Refer to the *ESE Model Observation Protocol* as a resource and suggested framework for meaningful evaluation conversations.
- Each participant should understand the purpose of the conference and should feel free to play an active role in contributing, suggesting, and listening.
- Ask candidate what s/he thinks went well and what s/he would change or add. Remind candidate to complete the *CAP Self-Assessment Form*.
- Continue by providing strengths of the lesson and then make suggestions. Share areas of refinement and reinforcement with Candidate. Help Candidate to set a goal for future lessons in conjunction with Supervising Practitioner.

Teacher Candidate Checklist:

After the placement is secured and conveyed to you, it is important to get to know more about the community, district, school building, Supervising Practitioner, and students. Building a strong relationship with the Supervising Practitioner should be among the first of your goals since a positive first impression makes a difference! Before the orientation meeting with your Program Supervisor, you should initiate communication with the Supervising Practitioner by phone or email and possibly visit him/her at the school prior to the start of your student teaching. Also, remember you will need to complete a CORI and fingerprinting before you can begin working in the building.

Beginning the professional semester:

Building a relationship with your Supervising Practitioner provides an important opportunity to gather and exchange some critical information. Another valuable resource is this handbook, *MCLA Student Teaching Handbook* that you provide to your Supervising Practitioner, which will give you additional opportunities to make connections.

Some additional items to consider are:

COMMUNICATION

- Exchanging of phone numbers, email addresses, and mailing addresses;
- Confirming the expected date, time, and location of the first day of student teaching;
- Becoming familiar with the Supervising Practitioner's daily and weekly schedule;

SUBJECT MATTER

- Discussing courses, subjects, units, topics, etc., that will likely be taught;
- Determining whether curriculum materials such as texts, software, district curriculum guides should be picked up prior to the start of student teaching;

SCHOOL AND CLASSROOM PROCEDURES AND RULES

- Familiarizing yourself with the safety protocols such as fire drills, evacuations and lockdowns
- Obtaining a copy of school or classroom rules, guidelines for classroom management, and other policies, relevant to managing the learning-teaching environment;
- Other items as suggested by the Program Supervisor.

Weekly Schedule

Submit a weekly teaching/activity schedule to your Program Supervisor, which accurately reflects general daily protocols and specific activities for which you are personally responsible. The schedule helps in the organization of your work and assists your Program Supervisor in planning an efficient observation schedule.

Daily Lesson Plans

As an MCLA licensure candidate you are required to demonstrate the ability to effectively plan and implement learning activities and assessments in the classroom. Lesson plans assist in the identification of specific learning outcomes, materials, procedures, and assessment techniques to be used in planning effective lessons. The written plans provide a window into you're thinking about teaching and learning, as well as allow the Supervising Practitioner and Program Supervisor to assist with your development in that area.

- Writing lesson plans for all lessons and learning activities that you expect to implement. Your Supervising Practitioner must approve your lesson plans **at least 24 hours in advance** of teaching. Please refer to the planning resources in the handbook on pp. 31-32
- Leaving emergency plans for any lesson you are required to teach in the event of your absence

Responsibilities

- Completing the log of hours each day *see below
- Wearing your MCLA ID lanyard at all times
- Taking a tour of the building with your Supervising Practitioner and introducing yourself to other school personnel on day one.
- Finding out where you can keep your materials, where you should sit, what basic routines you should follow to complement the supervising practitioner's general routine.
- Sending home a letter to families introducing yourself and what you will be doing in the classroom this semester.
- Gradually assuming full responsibility of the classroom by taking over part of the day/subject each week as your comfort level rises until you are teaching for one to two weeks solo. This model may also include team teaching. It is suggested that you plan for a full week of teaching by the midterm, and then take a week to reflect on the experience before taking over another week of full responsibility which continues until the end of student teaching when you slowly release control back to the Supervising Practitioner.
- Completing all CAP forms: Self-Assessments, Goal Setting & Plan Development, etc.
- Becoming involved in the school community by attending faculty meetings, conferences, IEP/504 meetings (when feasible), after school activities such as Open House, Family Fun Nights, etc.
- Observing other teachers in and out of the assigned grade level or subject area can provide useful insights. Record ideas for future reference.
- Adding evidence as the semester unfolds to your electronic portfolio. This includes, but is not limited to: lesson plans, units, work samples, pictures, videos, and communication with parents, written evaluations, etc. *Be sure to seek permission to include photos, videos and student work in your ePortfolio.*
- Submitting and burning a copy of the ePortfolio to a CD for submission to the Coordinator of Educator Licensure and Placement with the scored and signed hard copies of the CAP.

*Key to Log of Practicum Hours (300 total)

- *Observing:* The Candidate is learning through observation only, and may observe in gatherings such as team planning sessions, conferences for developing IEPs, or may attend school committee meetings.
- *Assisting:* The Candidate is assisting the Supervising Practitioner or some other member of the educational team and is not involved in establishing the goals or planning the activity.
- *Full Responsibility* (minimum of 150 hours): The Candidate assumes full responsibility for a class or part of a class or is in charge of or is playing a major role in the planning and implementing of learning/teaching activities. Full responsibility can occur in the activities such as: teaching the

whole class alone, teaching a small group alone, co-teaching or team teaching. Full responsibility requires that candidates:

- Assume full control of all classroom duties regularly fulfilled by Supervising Practitioner;
- Oversee responsibilities related to the education of all students on the classroom roster.

The 150 hours of full responsibilities do not have to be consecutive. The intent of this requirement is to mirror the experience of being a full-time educator.

As the semester unfolds discuss the following checklist with your Supervising Practitioner and initial as reviewed.

- ___ Daily routines, schedules, school calendar
- ___ IEPs (special education recommendations)
- ___ Homework assignments
- ___ Enrichment planning
- ___ Bulletin boards
- ___ Planning for parent volunteers
- ___ Hallway displays
- ___ Pictures/video policies
- ___ Assemblies (seating, expected behaviors, preparation for...)
- ___ Cleaning/preparing the classroom
- ___ Newsletters/Website
- ___ List of agencies that provide services
- ___ One to one help
- ___ Positive reinforcement
- ___ Student evaluation and assessments results
- ___ Use of computers/tablets/eBooks
- ___ Students' health concerns (Health issues/ confidentiality)
- ___ Seating arrangements
- ___ Attendance procedures
- ___ Homework collection and grading
- ___ Notes from home
- ___ Parental consent requirements for educational evaluation
- ___ Responsibilities if teacher is absent or late
- ___ Curriculum guides and textbooks
- ___ School handbooks
- ___ School/class rules and regulations
- ___ Emergencies, illness, first aid and safety
- ___ Fire drills/lockdowns
- ___ Supplies procedures
- ___ Use of school space and equipment
- ___ Assigned duties (list of, explanations)
- ___ Support service programs
- ___ Transportation of students/dismissal routines
- ___ Blank copy of report card

The Six Essential Elements of CAP:

Standard	Element	Proficient Descriptor*
1: Curriculum, Planning & Assessment	1.A.4: Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	1.B.2: Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
2: Teaching All Students	2.A.3: Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	2.B.1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	2.D.2: High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
4: Professional Culture	4.A.1: Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

**Proficient Descriptor is included here to provide a sense of the expectation outlined in the element. Expectations of demonstrated competency for preparation candidates are outlined further in the Rubric Overview section below.*

Combined performance on these elements is considered representative of candidates' readiness to be impactful on day one. ESE will collect data to assess the extent to which these elements are predictive of performance once employed and will revise/update CAP as appropriate in the coming years.

While ESE has identified essential elements for the purposes of CAP, Sponsoring Organizations and candidates should keep the following in mind:

- CAP is a program completion requirement, not a licensure requirement. It is embedded as a program requirement because there are other indicators and expectations of readiness, both outlined by ESE and at an individual Sponsoring Organizations' discretion.
- Sponsoring Organizations may choose to include additional elements in assessing a candidate's practice and have the authority to consider other factors in determinations about readiness and ultimately endorsement for licensure.