**Pre-service Performance Assessment with SEI Emphasized**

**Professional Standards for Teachers: See *603 CMR 7.08***

Please use this assessment in conjunction with the Pre-service Performance Assessment for Teachers guidelines: the rating scale; evaluation questions relating to the standards; and the license-specific questions per standard (b)2c**. Candidates must complete the Evidence column for evaluation by the program supervisor and supervising practitioner.**

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| **Standard A - Plans Curriculum and Instruction**  |
| **Indicators** | **Evidence** |
| 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. *(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).*
 |       |
| 1. **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.**
 |       |
| 1. **Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.**
 |       |
| 1. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.
 |       |
| 1. Plans lessons with clear objectives and relevant measurable outcomes.
 |       |
| 1. Draws on resources from colleagues, families, and the community to enhance learning.
 |       |
| 1. Incorporates appropriate technology and media in lesson planning.
 |       |
| 1. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
 |       |
| 1. **Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.**
 |       |

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| **Rating:**       | **Explanation of Rating for Standard A - Plans Curriculum and Instruction:**  |

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

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| **Candidate’s Name:**  | **License:** |
| **Program Supervisor (initial):** | **Date:** |
| **Supervising Practitioner (initial):** | **Date:** |

**Pre-service Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| **Standard B – Delivers Effective Instruction**  |
| **Indicators** | **Evidence** |
| 1**.** Communicates high standards and expectations when beginning the lesson.1. Makes learning objectives clear to students.
 |       |
| 1. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.
 |       |
| 1. Uses engaging ways to begin a new unit of study or lesson.
 |       |
| 1. Builds on students’ prior knowledge and experience.
 |       |
| 2**.** Communicates high standards and expectations when carrying out the lesson.1. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 |       |
| 1. 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).
 |       |
| 1. Demonstrates an adequate knowledge of and approach to the academic content of lessons. (*Please attach documentation that license-specific questions were used to evaluate candidate knowledge*)
 |       |
| 1. Employs a variety of reading and writing strategies for addressing learning objectives.
 |       |
| 1. Uses questioning to stimulate thinking and encourages all students to respond.
 |       |
| 1. Uses instructional technology appropriately.
 |       |
| 1. **Uses effective strategies and techniques for making content accessible for English language learners.**
 |       |
| 1. **Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.**
 |       |
| 3**.** Communicates high standards and expectations when extending and completing the lesson.1. Assigns homework or practice that furthers student learning and checks it.
 |       |
| 1. Provides regular and frequent feedback to students on their progress.
 |       |
| 1. Provides many and varied opportunities for students to achieve competence.
 |       |
| 4**.** Communicates high standards and expectations when evaluating student learning.1. 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.
 |       |
| 1. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
 |       |

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| **Rating:**       | **Explanation of Rating for Standard B – Delivers Effective Instruction:** |

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

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| **Candidate’s Name:**  | **License:** |
| **Program Supervisor (initial):** | **Date:** |
| **Supervising Practitioner (initial):** | **Date:** |

**Pre-service Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| **Standard C – Manages Classroom Climate and Operation**  |
| **Indicators** | **Evidence** |
| 1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
 |       |
| 1. Creates a physical environment appropriate to a range of learning activities.
 |       |
| 1. Maintains appropriate standards of behavior, mutual respect, and safety.
 |       |
| 1. Manages classroom routines and procedures without loss of significant instructional time.
 |       |

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| **Rating:**       | **Explanation of Rating for Standard C - Manages Classroom Climate and Operation:** |

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

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| **Candidate’s Name:**  | **License:** |
| **Program Supervisor (initial):** | **Date:** |
| **Supervising Practitioner (initial):** | **Date:** |

**Pre-service Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| **Standard D – Promotes Equity** |
| **Indicators** | **Evidence** |
| 1. Encourages all students to believe that effort is a key to achievement.
 |       |
| 1. Works to promote achievement by all students without exception.
 |       |
| 1. **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.**
 |       |
| 1. 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.
 |       |
| 1. **Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.**
 |       |

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| **Rating:**  | **Explanation of Rating for Standard D- Promotes Equity:**  |

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; 4=NA/Not Applicable**.**

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| **Candidate’s Name:**  | **License:** |
| **Program Supervisor (initial):** | **Date:** |
| **Supervising Practitioner (initial):** | **Date:** |

**Pre-service Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

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| **Standard E – Meets Professional Responsibilities**  |
| **Indicators** | **Evidence** |
| 1. Understands his or her legal and moral responsibilities.
 |       |
| 1. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
 |       |
| 1. 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.
 |       |
| 1. Collaborates with colleagues to improve instruction, assessment, and student achievement.
 |       |
| 1. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.
 |       |
| 1. 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.
 |       |
| 1. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.
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| **Rating:**  | **Explanation of Rating for Standard E – Meets Professional Responsibilities:**  |

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

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| **Candidate’s Name:**  | **License:** |
| **Program Supervisor (initial):** | **Date:** |
| **Supervising Practitioner (initial):** | **Date:** |

**Pre-service Performance Assessment for Practicum/Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

**Summary Decision for Pre-service Performance Assessment**

To be completed and agreed upon by both the supervising practitioner and the program supervisor

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| **Teacher candidate’s *Pre-service Performance As*s*essment* in the practicum/practicum equivalent meets the Professional Standards for Teachers:** **[ ]  Yes** **[ ] No** |
| **Candidate (sign):** | **MEPID:** **or License #:**  |
| **Program Supervisor (sign):** | **Date:**  |
| **Supervising Practitioner (sign):** | **Date:** |

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| **Standard** | **Rating** |
| **Standard A- Plans Curriculum and Instruction**  |       |
| **Standard B- Delivers Effective Instruction**  |       |
| **Standard C- Manages Classroom Climate and Operation**  |       |
| **Standard D- Promotes Equity** |       |
| **Standard E- Meets Professional Responsibilities**  |       |

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

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| **Summary Assessment of Performance:**      |