Westfield
State College

Practicum Handbook

for
Students,
Supervising Practitioners
&
College Supervisors

Teachers as Leaders Building Learning Communities

NCATE
The Standard of Excellence in Teacher Preparation
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Preface

The student teaching experience, or practicum, is the central and culminating experience of both the undergraduate degree programs and the post-baccalaureate licensure programs. It consists of a sixteen week period during which the student is provided an opportunity to apply the theories and knowledge studied during college years. It will provide the student with opportunities to observe teaching techniques and methods, apply and evaluate teaching abilities and knowledge, and recognize and enhance competencies associated with effective teaching. Under guidance of the supervising practitioner and college supervisor(s) the student teacher will have the opportunity to grow as an individual and as a teacher.

Because a successful student teaching experience depends upon close cooperation of all of the involved parties, this handbook provides information, guidelines, and suggestions for student teachers, college supervisors, and supervising practitioners. We believe that it is a useful resource that can assist in the coordination of a rich and complex learning experience. We ask that you read through the entire manual at the beginning of the semester. It should answer many of your questions about the practicum experience, its aims, and procedures. However, if additional clarification is needed, please contact the college supervisor or department chair.

We are deeply grateful to all the school systems that provide student teaching experiences for our students and are especially appreciative of the time and effort expended by the supervising practitioner in guiding our students throughout this experience.
Westfield State College’s
Shared Vision

Teachers as Leaders Building Learning Communities

Our vision is the outgrowth of community discussions among education faculty, liberal arts and science faculty, students, and prek-12 teachers. Central to all conversations has been the tenet of building learning communities, including the desire to strengthen the ability of teachers to advocate for their students and their profession. At a time of increased accountability, the larger Westfield State College learning community continues its commitment to prepare graduates to educate the children of the Commonwealth. Consequently, all our Teacher Education Programs embrace a vision of Teachers as Leaders Building Learning Communities.

At the Initial Licensure level, learning communities are perceived to be environments where learners share skills and experiences that enhance individual and common goals. Recognizing that leadership takes many forms, we prepare our students to serve the learning communities in a variety of ways: in the classroom, on committees, with parents, and through mentoring and professional development. This preparation is grounded in an awareness of the professional self together with an integration of fundamental theory and practice. And, this knowledge, in turn, supports the development of subsequent relationships: with colleagues, with students, and with the communities our teachers seek to build or change. These professional relationships will define the nature of the learning communities our graduates help to create and the context for their community leadership.

Initial Licensure programs are performance-based and designed so that our candidates will be able to meet both subject matter and pedagogical outcomes:

1. The candidate can describe/explain in terms that are meaningful for student learning the concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

2. The candidate can describe and discuss how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The candidate can describe/explain how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

4. The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the discipline.

5. The candidate creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The candidate uses a variety of instructional media to foster student learning and collaboration.

7. The candidate plans instruction and assessment based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The candidate uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who acts ethically and seeks out opportunities to grow professionally.

10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Code of Ethics

The NEA Code of Ethics

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspirations of all educators and provides standard by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than on specifically designated by the NEA or its affiliates.

PRINCIPLE I – COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educatory, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II – COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Source: National Education Association, *Code of Ethics of the Education Profession*, Adopted by the NEA Representative Assembly, 1975
Licensure

Licensure Programs

Westfield State College offers course work and field experiences to qualify students for licensure in the following areas:

License and Grade Levels

Early Childhood: Teacher of Students with and without Disabilities (Pre-K -2)
Elementary Teacher (1 - 6)
Middle School: Humanities (5 - 8)
Middle School: Mathematics/Science (5-8)
Teacher of Students with Moderate Disabilities (Perk - 8, 5 - 12)
Teacher of Students with Severe Disabilities (All Levels)

Students electing to teach an academic subject at the middle and secondary level must complete the Professional Sequence in education and the major in the academic area. Students may choose from the following programs:

Art (PreK-8, 5-12)
Biology (8-12)
Business Management (5-12)
Chemistry (8-12)
English (5-8, 8-12)
General Science (5-8)
History (5-8, 8-12)
Mathematics (5-8, 8-12)
Music (All)
Physical Education (PreK-8, 5-12)

Practicum Assessment – TECCAS Performance Assessment*

All candidates completing teacher preparation programs at Westfield State College are assessed on ten performance outcomes that are linked to our shared vision (see page 4). Satisfactory progress on meeting these outcomes is a prerequisite to enrolling in the practicum. During practicum, the candidate develops a portfolio which includes documentation of meeting the ten core TECCAS outcomes as well as the Preservice Performance Assessment and any other national organization requirements. The portfolio provides a comprehensive explanation of the portfolio, candidate work required, and criteria for assessment.

*The Teacher Education Council Assessment System (TECCAS) is a web-based system for tracking and evaluating.
Licensure Requirements

Attaining a teaching license is the most tangible goal of the successful practicum experience. Therefore, it is critically important that all practicum students begin their experience with a clear understanding of the Massachusetts Department of Education Bureau of Teacher Licensure requirements. These requirements are embodied in the written documentation compiled during the practicum: lesson plans, unit plans, weekly logs, practicum rating sheets, observation reports, and other materials constitute the primary evaluation materials for licensure. Because many of these documents are closely connected to the ongoing dynamics of the practicum, a concerted effort needs to be made to assure that all required supporting materials are in order as the practicum proceeds. If questions arise concerning documentation, the student should immediately contact his or her supervisor.

Upon completion of the practicum, supervisors will assist their students with the preparation of the licensure packet distributed at the Licensure Seminar.

Application for Licensure

Information and forms needed for application for licensure will be provided during the student teaching semester. It is the candidate’s responsibility to apply on-line at www.mass.gov/doe/educators and to submit the proper paperwork to the Licensure Officer at Westfield State College when the licensure program is completed. A candidate for licensure must have a bachelor’s degree before he/she is eligible for licensure.

A copy of the Practicum Report form which must be completed by the student, the supervising practitioner and college supervisor can be found on the following page.

Students seeking out-of-state licensure are eligible for licensure in any of 44 states through the Interstate Certification Compact. Although the I.C.C. agreement is reciprocal, it is not automatic. To obtain licensure in another state, an application must be made to that state’s Department of Education. Application materials, such as transcripts, recommendations, and other required documentation, should be compiled by the candidate. Paperwork requiring verification of program completion should be sent to the licensure officer at Westfield State College for endorsement.

The following states have signed the National Association of State Directors of Teacher Education and Certification (NASDTEC) contract with Massachusetts for interstate licensure reciprocity.

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### Part I – To be completed by the applicant.

1. Legal Name: (print) ________________
   Practicum: ________________
   Practicum Equivalent: ________________

2. SSN: ________________

3. Address: __________________________________________________________________________

4. Sponsoring Organization: __________________________________________________________________
   Program & Level: ______________________________________________________________________

5. Practicum/Equivalent Course Number: ________________
   Credit Hours: ________________
   Course Title: _______________________________________________________________________

6. Practicum/Equivalent Site: __________________________________________________________________

7. Grade Levels of Students: ________________

8. Number of Clock Hours as assistant: ________________
   Assumed full responsibility in the role: ________________

9. Other Massachusetts licenses held if any: ______________________________________________________________________

10. Have any components of the approved program been waived (see Regulations 703(1)(b)): Yes ________________ No ________________

### Part II – To be completed by the Program Supervisor

Name: (print) ______________________________________________________________________
   Position/Title: ______________________________________________________________________

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Title of License: ______________________________________________________________________
   Level: _____________________________________________________________________________

### Part III – To be completed by the Supervising Practitioner

Name: (print) ______________________________________________________________________
   Position: ______________________________________________________________________

School System: ______________________________________________________________________
   Initial w/3 years experience: ________________ or Professional: ________________

Massachusetts License #: ______________________________________________________________________
   Field(s): ______________________________________________________________________

### Part IV – Initial 1 and 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

   Date: ________________
   Applicant: ________________
   Program Supervisor: ________________
   Supervising Practitioner: ________________

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

   Date: ________________
   Applicant: ________________
   Program Supervisor: ________________
   Supervising Practitioner: ________________

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

   Date: ________________
   Applicant: ________________
   Program Supervisor: ________________
   Supervising Practitioner: ________________

### Part V

Candidate has successfully completed the Preservice Performance Assessment (Section 7.04(2)(b)(4)(b)): Yes: ________________ No: ________________

Program Supervisor (sign): ______________________________________________________________________
   Date: ________________

Supervising Practitioner (sign): ______________________________________________________________________
   Date: ________________

Mediator (if necessary: see 7.04(4)(sign): ______________________________________________________________________
   Date: ________________
Roles & Responsibilities

The Teacher Candidate

The beginning practicum student might regard the practicum experience with some degree of anxiety. This is to be expected for, as the following outline of responsibilities shows, the practicum student is required to meet the varying demands and expectations of local cooperating institutions, Westfield State College, and the State Department of Education. This responsibility is challenging, if not daunting. However, the student teacher should also regard the practicum as an opportunity to plan, prepare, and implement instruction under the guidance and supervision of competent and caring professionals in the field of education - individuals who wish to be helpful and supportive of the student teacher’s best efforts. (This is your first sustained opportunity to integrate theory and practice and build on the knowledge base acquired through classroom and pre-practicum experience.)

In general, the roles and responsibilities of the student teacher fall under three categories: preparation, planning and teaching, and evaluation.

Preparation

• Attend all practicum seminars and meetings scheduled by the academic department(s) prior to the start of the practicum.

• Read and be thoroughly familiar with the contents of the practicum handbooks(s), and become familiar with all materials pertinent to the practicum.

• Begin a practicum portfolio as required by your licensure program.

• Complete all the forms required in your licensure program with the supervising practitioner or college supervisor.

• Meet with the supervising practitioner to:
  
  o discuss the curriculum to be covered in the classroom, recognizing that the supervising practitioner is legally responsible for the educational setting, material to be covered, and method of presentation.

  o obtain a calendar for the cooperating school.

  o obtain texts and other classroom materials.

  o create a plan for your involvement in the sharing of classroom responsibilities, including meeting times to critique your teaching performance and assist in lesson planning.

  o obtain class lists and/or seating charts.

  o obtain copies of the Faculty Handbook and Student/Parent Handbooks, and become familiar with regulations, guidelines, and disciplinary policies of the school.

• Meet with college supervisor(s) to:
initiate requests for individual conferences and classroom observations during the practicum.

discuss the expectations of the supervising practitioner and any possible points of confusion about roles and responsibilities.

discuss licensure standards, regulations, and evaluation procedures.

agree on how contact will be initiated by either the student teacher or the college supervisor during the practicum.

observe the supervising practitioner and discuss classroom interactions and instructional strategies prior to teaching an initial lesson.

Planning and Teaching

• Meet regularly with the supervising practitioner to plan for instruction.

• Write lesson and unit plans consistent with the style taught in pre-practicum courses at the college. Plans should include: instructional goals and objectives linked to assessment, content to be covered, procedures and materials to be used, and a method for evaluating pupil achievement. Submit plans to the supervising practitioner prior to teaching.

• Utilize the resources of the college and the school system in planning and preparing a lesson or unit.

• Develop techniques and procedures for effectively managing the class.

• Continually assume greater responsibility for instruction in the classroom.

• Attend after-school and out-of-school meetings and conferences (e.g., parent conferences, PTA meetings, workshops, faculty meetings, etc.)

• Follow the calendar of the cooperating school or agency.

• Carefully observe all standards of professional behavior. Respect the privacy of student records and treat all members of the school community courteously and fairly.

• Promptly contact the supervising practitioner and building administrator if you are going to be absent or tardy due to illness or emergency - report absences to the college supervisor and Education Department office as well.

• Arrange for college supervision with the consent of the supervising practitioner.

• Inform the building administrator of the day and time of the visit.

• Assume duties routinely assigned to regular staff members (e.g., lunch, bus).

• Complete any special assignments designated by the college or setting.

• Promptly complete all practicum forms and documents.

• Attend all W.S.C. seminars scheduled by your licensure program.

• Maintain a practicum notebook as required by your licensure program.
Evaluation

- Read and become thoroughly familiar with the evaluation criteria outlined in the evaluation section of this handbook.

- Meet regularly with the supervising practitioner to assess your progress and develop new perspectives and approaches.

- Meet with the supervising practitioner and college supervisor following the supervisor’s visit to review progress and/or needs.

- Complete required practicum forms and develop a practicum portfolio to document the experience.

- Demonstrate competencies by providing lines of evidence for the Preservice Performance Assessment Document.

General Responsibilities

- Attendance
  - The teacher candidate is expected to follow the same regulations regarding attendance that govern the teachers in the public school system to which they are assigned. Teacher candidates are expected to be punctual and in attendance for a full day throughout the practicum experience.
  - The teacher candidate is considered to be a member of the staff and keeps the same hours as the supervising practitioner. The teacher candidate is required to participate in the various roles of a teacher such as attendance at professional and faculty/staff meetings, in-service days, conferences, and school events.

- Absences
  - The teacher candidate must notify the college supervisor and supervising practitioner immediately if there will be an absence or delay due to illness or other emergency. If the teacher candidate is absent, the absence is to be made up at the end of the regular student teacher practicum dates. Attendance at professional seminars, conventions, or conferences must be approved by the college supervisor and the supervising practitioner at least 2 weeks in advance. These will not be excused absences and will be made up at the discretion of the college supervisor.

- Substitute Teacher
  - The teacher candidate is assigned for the sole purpose of student teaching. He/she does not have a legal connection with a school system and is not under contract in any way. Therefore, using a student teacher in lieu of a substitute teacher could place the teacher, the school system and the college in a precarious legal position. The teacher candidate must notify the college supervisor immediately if he/she is being utilized as a substitute teacher.

- Appearance
  - As a representative of Westfield State College, the teacher candidate is expected to present, by personal appearance and example, a professional standard. Therefore, the teacher candidate is expected to be neat, clean and properly attired for teaching classes.
• **Outside Employment**
  
  o The planning and preparations necessary for a superior student teaching experience is quite demanding and time-consuming. The practicum should be viewed as a full-time experience.
  
  o Although not prohibited, employment during practicum is discouraged. If a student finds it necessary to hold a full-time or part-time position, she/he must understand that the practicum responsibilities take precedence. Additionally, employment during practicum is to be discussed with the college supervisor.

**Professional Responsibilities**

• Maintain a professional attitude.

• Do not make unfavorable remarks about colleagues, teachers, school curriculum, school personnel or the community. Remember you are a guest of the school and to act in any other way would be reason to terminate your practicum experience.

• Demonstrate evidence of professional demeanor, scholarship and behavior.

• Use current education theories and practices and share knowledge and teaching techniques with other faculty.

• Enthusiastically and with a high degree of dedication accept the responsibilities of student teaching.

• Work effectively as a member of an educational team and maintain a friendly cooperative and helpful relationship with your supervising practitioner, other faculty members and school staff.
Roles & Responsibilities

The Supervising Practitioner

To the supervising practitioner who has been selected to work with a student teacher we say, “Congratulations!” We are grateful to have you serve as a supervising practitioner. Because the supervising practitioner plays such an important role in the practicum, Westfield State College requires the following qualifications of supervising practitioners.

A qualified supervising practitioner has:

a) a Massachusetts license in the field and at the level of the practicum.
b) a minimum of three full years of successful teaching experience.
c) the recommendation of the school principal or building administrator.
d) earned, or is in the process of earning, an advanced degree.

Each licensure program sponsored by Westfield State College has its own expectations and requirements. Information specific to a particular license can be found in that license’s supplement to this handbook. The responsibilities listed are common to all licensure programs. In general, the roles and responsibilities of the supervising practitioner fall under three categories: preparation, planning and teaching, and evaluation.

Preparation

• Read this practicum handbook and license program supplements to become familiar with college policies, the licensure expectations, and state licensure standards.

• Confer with the candidate’s practicum supervisor(s) or call the Education Department for clarification of policies if necessary.

• Meet with the practicum student to:
  o become familiar with the candidate’s personal and professional background.
  o discuss the curriculum to be covered in the classroom during the practicum period, your approaches to instruction and classroom management, and your expectations for the practicum student’s gradual involvement in instruction and the routines of the school day.
  o discuss how your curriculum aligns with the Massachusetts Curriculum Frameworks.
  o provide texts and other classroom materials.
  o provide a school calendar and discuss the candidate’s daily schedule.
  o create a plan for the candidate’s involvement in the sharing of classroom responsibilities, including meeting times to critique his/her teaching performance and assist in lesson planning.
  o provide class lists and/or seating charts.
  o provide copies of the Faculty Handbook and Student/Parent Handbooks.
• provide a tour of the building and its facilities (e.g., library, A.V. room, workroom, faculty lounge, auditorium, gymnasium, etc.

• introduce the student teacher to other staff members (principal, assistant principal, department chair, librarian, SPED director, etc.)

- Provide observational experiences and demonstrations specific to the responsibilities and instructional opportunities that the practicum student will eventually assume.

- Arrange observations of and/or meetings with other teachers in the building, department, or program.

- Meet with the practicum student at least twice a week to discuss observations, and to cooperatively plan instruction.

- Complete all of the required practicum forms.

- Contact the college supervisor with any concerns about the placement or your relationship with the practicum student.

**Planning and Teaching**

- Meet with the practicum student at least twice a week. Cooperatively articulate learning objectives for the practicum student. Objectives should reflect an ongoing critical assessment of the candidate’s work up to the date of the conference and plans for the days that follow. The student and the cooperating teacher should keep a conference notebook to assist in directing the course of the practicum.

- Involve the practicum student in the activities of the classroom. Determine when the first lesson will be taught, the content to be covered, and the instructional approach to be used. Model a similar lesson if possible. Increase the candidate’s responsibility in planning and teaching.

- Review, critique, and approve lesson and unit plans prior to the teaching of a lesson or unit. Be familiar with the lesson planning approach advocated by the college and encourage its use.

- Observe the candidate’s lesson and classroom interactions and provide both written and verbal feedback and recommendations on a daily basis. Be as specific as possible so that the practicum student can establish an attainable objective and provide explanations and reasons for your recommendations whenever possible.

- Encourage the practicum student’s participation in all aspects of school life, including appropriate professional meetings, workshops, and conferences.

**Evaluation**

- Assume primary responsibility for the ongoing evaluation of the practicum student in your class. Complete all required assessment forms and periodically review lines of evidence documented in the Preservice Performance Assessment.

- Provide daily support and encouragement as well as written and oral assessment. Be as specific and concrete as possible. Use your evaluation skills to help the candidate establish attainable goals. Encourage self-evaluation.

- Meet with the college supervisor and the practicum student following the mid-semester and final visit to complete the necessary evaluation forms.
• Inform the college supervisor if the student displays behavior inconsistent with the knowledge, skills and dispositions expected of a teacher candidate. A Dispositional Incident Referral Report needs to be filled out immediately with the college supervisor. The form is on page 36.
Roles & Responsibilities

The College Supervisor

The college supervisor is a faculty member who is qualified and experienced in the area of specialization in which the candidate is seeking licensure. The college supervisor is the primary practicum facilitator, counselor, and troubleshooter. In consultation with the supervising practitioner and the student teacher, the college supervisor encourages planning, teaching, and evaluation that are consistent with the educational theories and techniques presented in college courses. S/he efficiently and effectively addresses and resolves any problems or conflicts that arise during the practicum, and s/he clarifies college policies and coordinates them with the policies of cooperating institutions. In addition, the college supervisor visits the practicum classroom on a regular basis to observe the student teacher and evaluate the practicum experience.

Preparation

- Meet with the practicum student to:
  - review and discuss the contents of the practicum handbook and the procedures necessary to attain licensure.
  - discuss rules, regulations, responsibilities, and professional expectations associated with the student teaching experience, including expectations for promptness, dress and grooming, and professional behavior in the classroom.
  - facilitate orientation with the supervising practitioner.
  - clearly state the expectations, goals, and objectives associated with your classroom observations.

- Establish a working relationship with the supervising practitioner. Indicate a willingness to serve as a resource person/consultant at his or her request.

- Inform the building administrator that you will be supervising during the semester.

Planning and Teaching

- Conduct planning/assessment conferences with the supervising practitioner and the practicum student at the beginning, middle, and end of the practicum.

- Observe the candidate working with students a minimum of three (3) times.

- Complete all forms required by the program and the State Department of Education.

- Take immediate remedial action when any of the parties involved in the practicum expresses concern that the practicum experience is not promoting the professional growth of the practicum student, or is in any way detrimental to the well-being of students in the classroom.

- Work with teachers and administrators to develop greater competency in working with student teachers.

- Schedule individual conferences with the teacher candidate requesting help.
Evaluation

- Conduct evaluation conferences with the supervising practitioner and the practicum student at the beginning, middle, and end of the practicum. Conduct additional sessions as needed.

- Evaluate lesson, unit plans and other assignments.

- Provide written comments of observations for the practicum student and the supervising practitioner.

- Confer periodically with the supervising practitioner to discuss the practicum student’s needs and development.

- Confer periodically with the candidate to discuss his/her development and needs. Encourage self-assessment.

- Take immediate action with appropriate personnel to resolve issues concerning a candidate’s display of behavior inconsistent with knowledge, skills and dispositions expected of a teacher candidate.

- Investigate issues raised by the Dispositional Incident Referral Report within a week.

- Periodically review the candidate’s lines of evidence in the Preservice Performance Assessment Documentation.

- Meet with the supervising practitioner and the practicum student to conduct mid-term and final evaluations. Provide explanation of rating for each line of evidence in the Preservice Performance Assessment Document.

- Assign a final letter grade after conferring with the supervising practitioner, practicum student and the academic supervisor, if applicable, at the end of the practicum.

- Write a letter of reference if requested to do so by the practicum student.
Guidelines for student teaching responsibilities

<table>
<thead>
<tr>
<th>16 WEEK</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation &amp; participation by student. Selection of unit topic with supervising practitioner. Recommended curriculum areas for the unit topic are: Social Studies, Science, or Health.</td>
</tr>
<tr>
<td>2</td>
<td>Observation, participation, and teaching. One lesson per day of varied experience. Assisting in other lessons.</td>
</tr>
<tr>
<td>3</td>
<td>Observation, participation, and teaching. Two lessons per day of varied experience. Assisting in other lessons. Pre-Assessment of students for unitary teaching completed.</td>
</tr>
<tr>
<td>4</td>
<td>Participation and teaching. Three lessons per day of varied experience. Assisting in other lessons.</td>
</tr>
<tr>
<td>5</td>
<td>Participation and teaching four lessons per day. Student takes responsibility for one reading group. Assisting in other lessons.</td>
</tr>
<tr>
<td>6</td>
<td>Participation and teaching of five lessons per day. Assisting in other lessons. Written unit is submitted for evaluation by cooperating teacher and college supervisor.</td>
</tr>
<tr>
<td>7</td>
<td>Participation and teaching responsibility for 50% of the day. Student takes responsibility for two reading groups. Assisting in other teaching tasks.</td>
</tr>
<tr>
<td>8</td>
<td>Participation and teaching responsibility for 50% of the day. Assisting in other teaching tasks. Learning Center materials completed for the unit.</td>
</tr>
<tr>
<td>9</td>
<td>Teaching 50% of the day for four days. Complete teaching responsibility for one day. Assisting in other teaching tasks.</td>
</tr>
<tr>
<td>10</td>
<td>Teaching 50% of the day for three days. Complete teaching responsibility for two days. Assisting in other teaching tasks.</td>
</tr>
<tr>
<td>11</td>
<td>Complete teaching responsibility assumed by the student teacher.</td>
</tr>
<tr>
<td>12</td>
<td>Teaching 50% of the day in the assigned classroom. Observation of another grade level or in a resource room. (If possible &amp; student has achieved all the licensure competencies.)</td>
</tr>
<tr>
<td>13</td>
<td>Complete teaching responsibility assumed by the student teacher in the assigned classroom</td>
</tr>
<tr>
<td>14</td>
<td>Teaching 50% of the day in the assigned classroom. Teaching responsibility at another grade level or resource room.</td>
</tr>
<tr>
<td>15</td>
<td>Teaching 50% of the day in the assigned classroom. Teaching responsibility at another grade level or resource room.</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

The candidate must complete a minimum of 300 hours of instructional responsibility.
The practicum assignment should reflect a variety of experiences, including, but not limited to, interactions with special needs students and with students of different racial, ethnic, linguistic, and socioeconomic backgrounds.

### Practicum Supervision Calendar

**for Elementary, Special Needs and Secondary or Middle (full semester)**

<table>
<thead>
<tr>
<th>16 Week</th>
<th>Responsibilities</th>
<th>Due/Completed</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All practicum students attend an introductory seminar. Supervisors from Education Department will be available for consultation.</td>
<td>Data Sheet</td>
<td>Practicum Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Schedule</td>
<td>All Supervisors</td>
</tr>
<tr>
<td>2</td>
<td>Practicum Introductory Visit</td>
<td>Intro. Form</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supervising practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Student</td>
</tr>
<tr>
<td>3-5</td>
<td>Observation Visit Post Observation Conference</td>
<td>Observation Form Notes</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supervising practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Student</td>
</tr>
<tr>
<td>7-9</td>
<td>Observation Visit Midterm Evaluation</td>
<td>Observation Form Midterm Evaluation</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supervising practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Student</td>
</tr>
<tr>
<td>11-13</td>
<td>Observation Visit Post-Observation Conference</td>
<td>Observation Form Notes</td>
<td>Supervisor (Academic)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supervising practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Student</td>
</tr>
<tr>
<td>14-16</td>
<td>Final Observation Final Conference</td>
<td>Observation Form Final Evaluation</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supervising practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Student</td>
</tr>
</tbody>
</table>

(Beginning and ending dates correspond to the College’s semester schedule, with the ending date for work on-site corresponding to the last day of classes.)
### Practicum Schedule
For Early Childhood and Secondary and Middle

#### Guidelines for student teaching responsibilities

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>8 WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; participation by student. Selection of unit topic with supervising practitioner. Recommended curriculum areas for the unit topic are: Social Studies, Science, or Health.</td>
<td>1</td>
</tr>
<tr>
<td>Observation, participation, and teaching. One lesson per day of varied experience. Assisting in other lessons.</td>
<td></td>
</tr>
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<td>Observation, participation, and teaching. Two lessons per day of varied experience. Assisting in other lessons. Pre-Assessment of students for unitary teaching completed.</td>
<td>2</td>
</tr>
<tr>
<td>Participation and teaching. Three lessons per day of varied experience. Assisting in other lessons. Participation and teaching four lessons per day. Student takes responsibility for one reading group. Assisting in other lessons.</td>
<td>3</td>
</tr>
<tr>
<td>Participation and teaching of five lessons per day. Assisting in other lessons. Written unit is submitted for evaluation by cooperating teacher and college supervisor. Participation and teaching responsibility for 50% of the day. Student takes responsibility for two reading groups. Assisting in other teaching tasks.</td>
<td>4</td>
</tr>
<tr>
<td>Participation and teaching responsibility for 50% of the day. Student takes responsibility for two reading groups. Assisting in other teaching tasks.</td>
<td></td>
</tr>
<tr>
<td>Teaching 50% of the day for four days. Complete teaching responsibility for one day. Assisting in other teaching tasks.</td>
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<td>Teaching 50% of the day in the assigned classroom. Observation of another grade level or in a resource room. (If possible &amp; student has achieved all the licensure competencies.) Complete teaching responsibility assumed by the student teacher in the assigned classroom.</td>
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<td>Complete teaching responsibility assumed by the student teacher in the assigned classroom. Teaching 50% of the day in the assigned classroom. Teaching responsibility at another grade level or resource room. Teaching 50% of the day in the assigned classroom. Teaching responsibility at another grade level or resource room.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
# Practicum Supervision Calendar

**for Early Childhood and Secondary and Middle**

*(An overview for 8 week practica)*

<table>
<thead>
<tr>
<th>8 Week</th>
<th>Responsibilities</th>
<th>Due/Completed</th>
<th>Personnel</th>
</tr>
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<td>Practicum Students, All Supervisors</td>
</tr>
<tr>
<td>2</td>
<td>Practicum Introductory Visit</td>
<td>Intro. Form</td>
<td>Supervisor, Supervising practitioner, Practicum Student</td>
</tr>
<tr>
<td>3</td>
<td>Observation Visit Post Observation Conference</td>
<td>Observation Form Notes</td>
<td>Supervisor (Academic)*, Supervising practitioner, Practicum Student</td>
</tr>
<tr>
<td>4-5</td>
<td>Observation Visit Midterm Evaluation</td>
<td>Observation Form Midterm Evaluation</td>
<td>Supervisor, Supervising practitioner, Practicum Student</td>
</tr>
<tr>
<td>6</td>
<td>Observation Visit Post-Observation Conference</td>
<td>Observation Form Notes</td>
<td>Supervisor (Academic)*, Supervising practitioner, Practicum Student</td>
</tr>
<tr>
<td>7-8</td>
<td>Final Observation Final Conference</td>
<td>Observation Form Final Evaluation</td>
<td>Supervisor, Supervising practitioner, Practicum Student</td>
</tr>
</tbody>
</table>

(Beginning and ending dates correspond to the College’s semester schedule, with the ending date for work on-site corresponding to the last day of classes.)

An 8-week practicum applies only to the following candidates:

a) Early childhood practicum students who are student teaching for eight weeks in a PreK or Kindergarten and eight weeks in a grade 1 or 2.

b) Secondary/middle school practicum students who are student teaching for eight weeks in a middle school and eight weeks in a secondary school in the same academic area.

The candidate completing practicum in both secondary and middle school must complete a minimum of 150 hours of instructional responsibility in each setting.

The candidate completing practicum in grade 1 or 2 and in preschool or kindergarten must complete a minimum of 200 hours in grade 1 or 2 and a minimum of 100 hours in preschool or kindergarten.

The practicum assignment should reflect a variety of experiences, including, but not limited to, interactions with special needs students and with students of different racial, ethnic, linguistic, and socioeconomic backgrounds.

**Academic supervisor visits in the secondary education practicum. This does not apply to the Early childhood program.**
Planning & Teaching

Lesson Planning and Implementation

The practicum is a learning experience undertaken in a complex, dynamic environment. As such, all parties involved in the practicum should emphasize the need for communication which supports growth and cooperative effort during the practicum. If things “go wrong”, attention should be focused on the potential for learning in the situation and not simply on what went wrong.

The practicum student’s teaching responsibilities will be phased-in gradually during the first weeks of the practicum. The transition time from observation to full instruction will vary depending upon a variety of factors including the candidate’s prior experience, the lessons or units being taught, the grade level, and size of the class, etc. Although a precise timetable cannot be given, a tentative schedule for practicum is provided in this handbook. The supervising practitioner and the college supervisor are jointly responsible for the student’s participation in the life of the classroom and for encouraging the student’s involvement in planning and instruction.

The practicum student and the supervising practitioner should cooperatively plan the student’s first lessons around the curriculum frameworks. The student teacher should present all lesson and unit plans to the supervising practitioner prior to the teaching of the lesson and submission of the plan should allow sufficient time for both parties to evaluate the plan and make any necessary changes in objectives, implementation strategies, or evaluation. An essential aspect of planning involves linking assessment with outcomes/objectives.

The following information is designed to help the supervising practitioner understand the approach to planning taught at the college.

Please refer to the relevant lesson plan formats on the following pages:

- Elementary, Early Childhood and Special Needs Lesson and Unit Plan– pages 24-26
- Middle and Secondary Lesson Plan – page 27
KEY COMPONENTS OF A LESSON PLAN*
FOR ELEMENTARY, EARLY CHILDHOOD AND SPECIAL NEEDS

HEADING
Name:  (Student Teacher)
Subject:  general area of specific content or skill
Grade:  level - class or group
Time:  duration of the lesson (e.g. 30 minutes)
Date:  day the lesson will be taught

MATERIALS AND RESOURCES:  For both teacher and pupils

STANDARD:  Links to curriculum standards

OBJECTIVES(S):  What do you want students to know and/or be able to do as a result of this lesson?

PROCEDURE:
Introduction:  How will you begin your lesson?
Steps:  Describe the lesson step by step.
Closure:  How will you close the lesson?

EVIDENCE OF STUDENT LEARNING/ASSESSMENT:  How will you know that students have met lesson objective(s)?

ADAPTATIONS:  How will you adapt this lesson for particular students?

INTERNET AND OTHER RESOURCES USED IN DEVELOPING LESSON PLAN:

*Your supervising practitioner or college supervisor may add other components to this model.
All student teachers plan and teach at least one complete unit during the practicum. Preparing the unit requires collaboration between the supervising practitioner and the student to ensure focused concept development, and a concise articulation of the unit’s scope and sequence in the context of the practicum. The following unit outline lists components which every student teacher should incorporate in the written modified resource-teaching unit. It is the responsibility of the practicum student to consult with the college supervisor regarding the specific requirements for unit and learning center plans for his or her license.

UNIT OUTLINE

I. Title and Identifying Data

Each unit-learning center should have a cover page with an appropriate and informative title. In the lower right hand corner list your name, your cooperating teacher’s name, grade level, and supervisor’s name.

II. Overview

This section is a summary of the intent of the unit, including reasons for selecting the topic, any special emphasis in its teaching, time limitations, appropriateness for the grade level, and any other pertinent information.

III. Standards

List the standards that will be met in the unit. These standards should come out of the Massachusetts curriculum frameworks.

IV. Content

All the cognitive information to be taught is identified in detail in a phrase, clause, or sentence outline. All the new vocabulary is defined for reference. The content should link to the standards.

V. Pre-assessment

Describe how student’s prior knowledge will be assessed.

VI. Block Plan

This page should have the appearance of a regular calendar which will indicate the number of lessons likely to be taught. Daily unit area lessons, integrated lessons and learning center activities should be listed. The brief indications of what is planned may refer to skills, activities materials, and content. (e.g., Reading lines of latitude and longitude, creating a paper mache map, industries of New England, etc.)
VII. Launch

The necessary launching objective(s) and activities must be listed. The motivation should be examples of concrete, related and meaningful ways of launching the unit-learning center and sustaining it for different types of lessons. Pupil-teacher planning activities should be incorporated as well as an evaluation of the launch activities.

VIII. Core of the Unit-Learning Center

Describe the learning/teaching activities that will lead students to meeting standards and unit objectives. These activities should be designed to meet diverse needs. Describe specific adaptations that you will incorporate for students with special needs.

IX. Assessments

Describe how you will assess that standards and unit objectives have been met. These assessments should be varied and should address specific content and skills related to standards.

The culminating activities should afford pupils the opportunity to: A. Share their written, oral, and creative work produced throughout the unit-learning center activities; B. Evaluate their own progress during this period of instruction; C. Evaluate the objectives, the learning center activities, evaluation measures, and the satisfaction levels from the unit study.

The post-assessment instrument is administered to measure students’ cognitive information. Evaluation measures for skills and affective behavior are also incorporated in this section of the document.

X. List of resources

Information will be listed in complete bibliographic style for:
A. Teacher’s texts and references
B. Pupil’s texts and references – fiction and non-fiction
C. Other materials and resources such as audio and video, software, websites, people and exhibits

XI. Unit-Learning Center Evaluation

Student teachers should use the Guidelines for Evaluation and respond to the items, where appropriate, in writing. The evaluation will be the last item incorporated in the learning center document.

Note: Students are to refer to the appropriate pre-practicum field experience manual for information about learning center activities and evaluation. Generally, a learning center is only required in early childhood, elementary and middle school settings.
SECONDARY OR MIDDLE

AN OUTLINE OF LESSON PLAN STRUCTURE FOR SECONDARY OR MIDDLE

HEADING
Name: Student Teacher
Subject: General area and specific content or skill
Grade: Level -class or group
Time: Duration of the lesson (i.e., 45 minute period)
Date: day the lesson will be taught

MATERIALS
Materials needed by both teacher and pupils

OBJECTIVES
Identifies the lesson's purpose. We have discussed how essential questions may be used in formulating objectives.

CURRICULUM FRAMEWORKS
Identifies how this lesson is connected to a specific standard(s) from the Massachusetts Curriculum Framework for this grade level and subject area.

PROCEDURE
Motivational Learning Activity
This is the initial activity of the lesson. Its purpose is to gain attention, set objectives, and stimulate class interest.
Other Learning Activities
These naturally follow the motivational learning activity and sometimes continue the use of the motivational materials and ideas. It is the implementation of the objective. Emphasis is on the learner's participation, although other activities may be included.
Closing Learning Activities
The culminating activity continues to support the objective. Typical activities include: summarizing, quizzing, applying or using the new information.

OUTGROWTH
Stated possibilities for immediate follow-up and future lessons.

ASSESSMENT
Data are collected that show evidence of the learner's success in attaining the lesson's objective.

EVALUATION
Technically not apart of the plan, this section is to be filled in after the lesson has been taught. It includes information about the need for follow-up and re-teaching, the effectiveness of materials and activities, and the need for special assignments.

ADAPTATIONS:
This is the section that addresses issues of diversity and how you will adjust your lesson to meet specific special needs of students within the class.
Cooperative Evaluation Criteria

Evaluation of the practicum student is an ongoing, cooperative process, beginning with the arrival of the student at the placement site and ending with his or her departure at the end of the practicum. Because it is so encompassing and so directly related to standards legally proscribed by the State Department of Education, evaluation is both complex and exacting. The practicum student, supervising practitioner, and the college supervisor(s) strive to make the practicum a rich and rewarding experience. The success of the practicum student is the primary objective of the practicum, and that success must be grounded in specific evaluation criteria that can be explained and understood by all concerned. These criteria must be general in nature, and yet translatable into skills and behaviors that are demonstrable by the student and observable by the supervising practitioner and the college supervisor.

Classroom Observations & Formal Documentation

Because evaluation is ongoing, it is also diagnostic and corrective. Frequent conferences among the parties involved in the practicum serve to focus the attention and activity of the practicum student, to reinforce effective behaviors, and modify those that do not contribute to learning and growth in the classroom. The written documentation - that seemingly endless pile of forms - also serves to keep the activity of the practicum student focused and directed. It helps map the course of the practicum, and it verifies that certain competencies have been attained and that others need to be worked on. Information about setting up a portfolio to document lines of evidence for Preservice Performance Assessment is on page 30.

Unit Evaluation

Each practicum student plans and teaches at least one unit during the practicum. Because this is a complex and challenging undertaking, it is central to the evaluation process. The guidelines used by the supervising practitioner and college supervisor are on the following pages.
GUIDELINES FOR EVALUATING A UNIT

Analysis normally requires a response to each topic heading but not necessarily to every question.

Objectives
1. Which were achieved?
2. Why weren’t some of the objectives attained?
3. How were pupils made aware of the objectives?
4. What changes were (or could) be made in the objectives?

Subject-Matter
1. How did the subject-matter accommodate the individual differences and needs of the children?
2. How were other fields of knowledge in the curriculum integrated into the unit?

Pace
1. How many lessons were in the unit?
2. Where was the pace too slow? too rapid?
3. What changes would be made?

Motivation
1. How were the learners motivated?
2. What continuing motivation was utilized?
3. What was learned about motivational needs?

Learning Activities
1. How were the learning activities adapted to meet the needs, interests, and abilities of the pupils?
2. Which activities produced the greatest learning?
3. Why were some modified or omitted?
4. How were pupils involved in planning the learning activities?

Teaching Techniques, Media, and Materials
1. Was a variety of media, materials, and teaching techniques employed?
2. Which were the most successful?
3. Which need improvement?
4. How are you sure that you provided clear, concise, directions?
5. What questions were used to encourage inquiry?
6. How did you provide appropriate metaphors, examples, and illustrations?

Evaluating Pupil Growth
1. How was the growth of the pupil measured?
2. What changes in cognitive, affective, and psychomotor behavior were noted?
Responsiveness to Students

1. How was the learning environment created to provide children freedom of expression?
2. How did you respond to students from varying backgrounds and make allowances for any of your biases and limitations of your own background?
3. How did you avoid and discourage racial, sexual, social, ethnic, religious, physical, and other stereotyping?
4. How was the learning environment created to favor open inquiry and prevent ridicule?
5. How did you respond to the needs of individual students so as to enhance their self-esteem?

Class Control

1. What was learned about class control?
2. How were problems solved?

SETTING UP PRESERVICE PERFORMANCE ASSESSMENT DOCUMENTATION

Materials Needed:

• Three-ring Binder (at least 3 inches)

• Dividers with Tabs

Contents:

• Table of Contents

• Statement of Philosophy

• Copy of Preservice Performance Assessment Document (Original Preservice Performance Assessment is submitted to the licensure officer by the college supervisor)

• Lines of Evidence

• Reflective Summary of Practicum Experience
MONITORING DISPOSITIONS - PILOT

The placement of a candidate into a student teaching experience challenges the candidate to integrate classroom theory with practical application in a professional setting. To this end, Westfield State College expects all candidates enrolled in student teaching to display behavior that is consistent with the honesty, integrity, and professional and ethical guidelines of the teaching profession.

On the following pages is a draft of the Dispositional Instrument that the Teacher Education Council (TEC) is piloting this semester. The instrument monitors a candidate’s teacher dispositions and is linked to our program outcomes. A goal of the instrument is to create discussion about and guidance on appropriate teacher dispositions for the student teacher. The candidate, supervising practitioner and the college supervisor should complete the form together and the completed form should be included in the candidate’s portfolio. We welcome feedback on this instrument. Please send comments to the TEC Dispositional Committee care of the Dean of Education’s Office.

**Extreme Dispositional Behaviors**¹

Candidates who violate the rules of the school in which they are teaching or exhibit extreme behavior that has the potential to negatively impact or jeopardize the classroom environment will be subject to action including remedial planning, removal from student teaching assignment, and/or removal from the licensure program as determined by the process outlined below.

Such behaviors include, but are not limited to, the following:

- Disruption in the classroom which may include negative or demeaning remarks or gestures, profanity, impatience or hostility, or disparaging and insensitive remarks based on race, gender, ableism, or other group classifications.

- Unethical, immoral, or illegal behavior.

- Inappropriate deportment such as inebriation, substance use, sexual harassment, verbal, written or physical threats or abuse of colleagues, supervisors or students.

- Hostile, out of control, or emotionally erratic behavior.

- Antagonism toward others or blatant disregard for school administration and supervision.

If a candidate exhibits such behavior as described above the candidate will have the opportunity to meet with the college supervisor and supervising practitioner for the purpose of reviewing the behavioral/dispositional assessment concerns. A remedial plan may be put in place by the college supervisor and supervising practitioner with specific timetables for improvements in the behavior.

If the college supervisor determines that the behavior needs further review, the college supervisor may forward the complaint to the appropriate department chair (i.e. Education, Art, Music, or Movement Science) who will meet to review the matter with the candidate and make decisions relative to the candidate’s continued enrollment in the student teaching placement/licensure program.

**Appeal**

If the Chair of the Department removes a candidate from student teaching or from the licensure program, the candidate may appeal this decision to the Dean of Education. The Dean of Education will act as the final appeal in all matters.

**Policy Review and Interpretation**

This policy will be reviewed annually by the Dean of Education and the Teacher Education Council. Any questions regarding the interpretation of this policy shall be directed to the Dean of Education for final interpretation and determination.

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¹ This policy has not yet been reviewed by our legal staff and is subject to modification.
## WSC Dispositional Assessment for Educators

### I. Articulates a belief in the dignity, worth and learning ability of all children – TECCAS 2, 3, 5

<table>
<thead>
<tr>
<th>Points</th>
<th>A. Student Self Esteem Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Establishes environment of respect and self-direction that respects human difference and values the dignity and worth of all learners and engages all members of the group.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td>-1</td>
<td>Appears thoughtless and insensitive to issues of gender, race, and/or ableism by making negative remarks to and/or about students or favoring members of a particular group in classroom discussion and teacher-student interactions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>B. Student Centered Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrates and expresses a genuine concern for children by taking an appropriate personal interest in students’ lives both in and out of school.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td>0</td>
<td>Expresses impatience and/or hostility toward students or their circumstances and/or speaks negatively and disrespectfully about students and families.</td>
</tr>
<tr>
<td>-1</td>
<td>Groups students based on the belief that some students can learn well and others cannot.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>C. Respect for Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrates respect and enthusiasm for teaching all children; expresses the belief that all children are capable of demonstrating proficiency with appropriate instruction.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td>1</td>
<td>Indicates inadequate understanding of students' needs.</td>
</tr>
<tr>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td>-1</td>
<td>Groups students based on the belief that some students can learn well and others cannot.</td>
</tr>
</tbody>
</table>

### II. Advocates and supports multiple paths to knowledge and different ways of knowing and understanding – TECCAS 1, 3, 4, 5, 6, 8

#### Differential Instruction

<table>
<thead>
<tr>
<th>Points</th>
<th>Differential Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Identifies individual levels of student mastery, learning styles, and multiple intelligences in order to implement appropriate instructional strategies; enhances learning through the comprehensive use of technology incorporating methods to promote access for all students.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td>-1</td>
<td>Teaches to just one level. Does not modify instruction according to individual students’ strengths and needs. Does not incorporate technology to promote teaching and learning. Relies heavily on printed media, pencil and paper tasks, and oral presentations.</td>
</tr>
</tbody>
</table>

### III. Advocates and supports multiple paths to knowledge and different ways of knowing and understanding cont. – TECCAS 1, 3, 4, 5, 6

#### Willingness to Take Risks

<table>
<thead>
<tr>
<th>Points</th>
<th>Willingness to Take Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Researches and adopts new and different strategies for promoting high levels of academic achievement and student development.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td>-1</td>
<td>Rarely modifies instructional approaches to incorporate latest research and current trends.</td>
</tr>
</tbody>
</table>

_____ Points
## IV. Advocates full inclusion of all children in vibrant learning communities – TECCAS 5, 7, 8

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Listening Skills</td>
<td>3</td>
<td>Listens empathetically and actively to students and validates their perspectives. Promotes reciprocal discourse.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>Does not take into consideration students’ understanding of a situation and does not listen to students’ perspectives.</td>
</tr>
<tr>
<td>B. Participatory Decision Making</td>
<td>3</td>
<td>Encourages student participation in classroom governance and structuring learning as evidenced by encouraging discussion and multiple forms of feedback about classroom rules and pedagogy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>Determines classroom rules, expectations, and instructional design without consulting students.</td>
</tr>
<tr>
<td>C. Purposeful Learning</td>
<td>3</td>
<td>Relates lesson to students’ personal interests and allows students to have choices in their learning. Aligns goals and objectives to standards and communicates them to students and colleagues to ensure seamless learning across grade levels and content areas.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>Does not have clear goals and objectives and does not vary format of learning activities nor allow students to influence content.</td>
</tr>
</tbody>
</table>

## V. Engages in self-assessment and planning for continual learning – TECCAS 9

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Self Initiative/Collaboration/Self Reflection</td>
<td>3</td>
<td>Is resourceful, shows initiative, asks questions, and solicits suggestions/feedback from colleagues and supervisors and adjusts performance accordingly.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Is passive, depends on others for direction, ideas and guidance or is defensive and unreceptive to feedback.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>B. High Student and Personal Expectations</td>
<td>3</td>
<td>Uses data for continuous instructional improvement and continually seeks new and better ways of teaching thus expecting all students to succeed.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>Makes little effort to improve own teaching performance and does not expect change in students.</td>
</tr>
<tr>
<td>C. Enthusiasm for Subject Matter</td>
<td>3</td>
<td>Models willingness, reflection, and passion to students by engaging in continuous learning and expressing enthusiasm for all subject areas.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Candidate attempts implementation but still needs support or direction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Candidate understands disposition but has not had an opportunity to apply it.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Candidate does not understand disposition.</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>Avoids certain subjects according to personal biases and weaknesses. Does not make any attempt to improve understanding or appreciation for subject matter which she/he is comfortable.</td>
</tr>
</tbody>
</table>

**Points**
### VI. Engages in professional conduct – TECCAS 9, 10

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 10     | A. Attendance/Punctuality/Appropriate Professional Dress/Appropriate Deportment  
- Displays excellent attendance and punctuality. Personal appearance is professional. Presents self in a professional manner.  
- Candidate attempts implementation but still needs support or direction.  
- Candidate understands disposition but has not had an opportunity to apply it.  
- Candidate does not understand disposition.  
- Is frequently absent and/or late. Personal appearance is inappropriate. Exhibits inappropriate deportment such as unlawful substance abuse, profanity, or other unprofessional behaviors |
| 8      |  
| 7      |  
| 5      |  
| 4      |  
| 3      |  
| 1      |  
| 0      |  |

### B. Commitment to Ethical, Legal and Moral Practices

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3      | Follows schools policies and demonstrates an understanding of the ethics of teaching including but not limited to confidentiality and the legalities of the profession  
- Candidate attempts implementation but still needs support or direction.  
- Candidate understands disposition but has not had an opportunity to apply it.  
- Candidate does not understand disposition.  
- Ignores school policies or behaves unethically, immorally, or illegally. |
| 2      |  
| 1      |  
| 0      |  |

### VII. Fosters relationships with school colleagues, parents, and community agencies – TECCAS 9, 10

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3      | Parental and Community Interactions  
- Initiates positive contact with parent(s)/guardian(s). Uses community resources to complement instruction.  
- Candidate attempts implementation but still needs support or direction.  
- Candidate understands disposition but has not had an opportunity to apply it.  
- Candidate does not understand disposition.  
- Has no knowledge of community resources within the school area. Parent(s)/guardian(s) need to initiate contact. Lacks promptness or courtesy when responding parents/community. |
| 2      |  
| 1      |  
| 0      |  |

### VIII. Appreciates and commits to ongoing scholarship in the disciplines – TECCAS 10

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3      | Professional Development Plan  
- Develops a focused, clear, and professional development plan that incorporates a commitment to continuous scholarship.  
- Candidate attempts implementation but still needs support or direction.  
- Candidate understands disposition but has not had an opportunity to apply it.  
- Candidate does not understand disposition or understands disposition and chooses not to apply it.  
- Minimal effort to meet state requirements for professional development. |
| 2      |  
| 1      |  
| 0      |  |

TECCAS Outcomes

1. The candidate can describe/explain the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The candidate can describe and discuss how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The candidate can describe/explain how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The candidate creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The candidate uses a variety of instructional media to foster student learning and collaboration.
7. The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The candidate uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

_______ Points
DISPOSITIONAL WAIVER
This form must be completed by the candidate at the introductory visit if not completed prior to the visit.

NAME_______________________________________________________________________

STUDENT NUMBER________________________________________

AGE (if under 18)______________________

I have applied for and I am a voluntary participant in a course of study that involves an off-campus educational experience.

I understand that if I display behavior that is not consistent with the honesty, integrity and professional and ethical guidelines of the teaching profession; or if I violate the rules of the school in which I am teaching; or if I exhibit behavior which fails to meet the dispositional assessment requirements set forth by the Westfield State College Education Department, I may be subject to disciplinary action which may include (but is not limited to) removal from the program in which I am enrolled.

I hereby assume all risk and agree to release, indemnify and hold Westfield State College its agents, servants and/or employees harmless for any and all actions or demands for damages, or any other thing whatsoever on account of, or in any way growing out of, any and all personal injuries and/or property damage which may result from my participation in the program in which I am enrolled; unless caused by the gross or willful negligence of Westfield State College or its agents, servants and/or employees.

I have carefully read the foregoing and I understand its contents and I sign this as my own free act this day of , 200_.

____________________________________
Candidate (or parent/guardian if under 18)

This form shall be retained for three years
Westfield State College
Student Teaching Incident Referral Form

Name of Student Teacher: ______________________________________________

Name/Title of Person Reporting Incident: ______________________________

School Name and Location: __________________________________________

Date/Time of Incident: ______________________________________________

Please describe below, in as much detail as possible, the facts of what took place (attach additional sheets if necessary):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please provide the names and contact numbers of any staff witnesses to this incident:

________________________________________________________________________
________________________________________________________________________

__________________________________________  ________________
Signature of Reporting Party       Date

Please return this referral to the college supervisor at Westfield State College within one week of the incident. If you have any questions, call the Office of the Dean of Education at 572-5326.
Forms

The practicum forms listed below can be found on the following pages and should be completed by the student and placed in the portfolio.

Personal Data

Teaching Schedule

Weekly Log (one for each week)

Additional forms are contained in the information packet distributed to enrolled students.

Student Rating of College Supervisor

Student Rating of Cooperating Practitioner

Practitioner’s Rating of College Supervisor

College Supervisor’s Rating of Cooperating Practitioner

Forms for licensure will be provided at the end of the practicum following the college supervisor’s review of the student’s portfolio. The college supervisor will assist the practicum student with preparation of licensure materials.
# Westfield State College

## PRACTICUM STUDENT PERSONAL DATA SHEET

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Educational Background

<table>
<thead>
<tr>
<th>High School</th>
<th>College(s)</th>
<th>Date Graduated</th>
<th>Degree Sought</th>
<th>Date Graduated</th>
<th>Date Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Special Honors:** Academic and Extracurricular Activities

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Extracurricular Activities

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Military Service

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Pre-Practicum Experiences: Location – Level- Responsibility

1. 
2. 
3. 
4. 

### Travel/Service Experience

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</table>

### Related Experiences: (i.e. teaching, assisting, supervising, coaching)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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</tbody>
</table>

### Leadership Experience (i.e. Camp, YMCA, Leadership Corps, Student Government, etc.)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Work Experience

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

### Interests (i.e. activities, hobbies, sports)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Westfield State College

## TEACHING SCHEDULE

Student’s Name:________________________________________________________

Telephone:____________ Email Address____________________________________

Address:______________________________________________________________

Practicum Site:________________________________________________________

School Address:________________________________________________________

Supervising Practitioner_________________________ School Phone____________

Contact Information:____________________________________________________

Please complete with the following information:

### DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Other notes, suggestions, plans, etc.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
**Westfield State College**

**RECORD OF CLOCK HOURS IN STUDENT TEACHING**

Student’s Weekly Log: Week of _____________ to _____________

<table>
<thead>
<tr>
<th>AREA TO REPORT</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>WEEKLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Overall Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OBSERVATION:** Supervising Practitioner is in charge and the practicum student is watching/listening.

**ASSISTING:** Supervising Practitioner is in charge and the practicum student is helping with such things as attendance, equipment, individual or small group attention or other similar functions.

**TEACHING:** Teacher candidate, with the supervising practitioner’s supervision, is responsible for planning, implementing and evaluating all or part of a lesson.

**OTHER:** Non-instructional duties in the role of the teacher (e.g. conferences, meetings, duty, responsibilities.) “Other” hours will be added to teaching hours for final practicum total.

______________________________  ______________________________
Teacher Candidate’s Signature  Supervising Practitioner’s Signature
Practicum Student Rating of College Supervisor

Name of College Supervisor_______________________________________________________

School______________________________Supervising Practitioner_______________________

Please rate the college supervisor’s effectiveness using the following rating scale by placing a check (✓) in the appropriate column.

5 = Exceptional   4 = Superior   3 = Average   2 = Below Average   1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor clearly explained competency evaluation methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor offered specific feedback for improving teaching skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor made regularly scheduled observations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supervisor was available for consultation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supervisor clarified all college requirements.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supervisor effectively communicated with the supervising practitioner.</td>
<td></td>
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</tr>
<tr>
<td>Supervisor demonstrated high professional standards.</td>
<td></td>
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</tr>
<tr>
<td>Supervisor examined all portfolio materials.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________________________________      _________________________________
Signature of Practicum Student                Date

The practicum student is responsible for returning this form to the appropriate department chair.
# Practicum Student Rating of Supervising Practitioner

Name of Supervising Practitioner _____________________________________________________

Grade/Subject ___________________ School ___________________________________________

Community ______________________ Date (from) ___/___/___ (to) ___/___/___

Please rate the college supervisor’s effectiveness using the following rating scale by placing a check (√) in the appropriate column.

<table>
<thead>
<tr>
<th>Rating Categories for the Cooperating Practitioner</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initialed or signed all essential documents. (daily plans, conference logs, evaluations, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the first weeks and as needed thereafter, provided lessons and activities to demonstrate effective ways of teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had high personal standards of scholarship and held similar expectations for the practicum student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gradually increased assigned responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created an environment which enabled one to develop one’s own personality, style, and initiative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On a continuing basis, during conferences or at other times, provided detailed oral and written suggestions for improving plans or execution thereof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted ‘sit down’ conferences two or more times per week.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the conferences and at other times, provided specific favorable reactions to lessons taught by the practicum student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If recognizing lack of effort, initiative, willingness to assume responsibility, or other weaknesses, alerted the practicum student to these difficulties and provided remedial suggestions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments_________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

_________________________________________        _____________________________
Signature of Practicum Student                            Date

*The practicum student is responsible for returning this form to the appropriate department chair.*
Cooperating Practitioner’s Rating of College Supervisor

Name of College Supervisor ____________________________________________________________

Please rate the college supervisor’s effectiveness using the following rating scale by placing a check (√) in the appropriate column.

5 = Exceptional  4 = Superior  3 = Average  2 = Below Average  1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Rating Category for the College Supervisor</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Personality: warmth, understanding, friendliness, etc.</td>
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<tr>
<td>Communication: effectiveness in making you aware of college expectations of a cooperating practitioner.</td>
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<td>Participation: degree to which you were made part of the total evaluation process for each student observation.</td>
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<tr>
<td>Cooperation: scheduling of observations, willingness to be of service whenever asked.</td>
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<tr>
<td>College Supervisor-Practicum Student Relations:</td>
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<tr>
<td>A. Fairness in dealing with practicum student.</td>
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<tr>
<td>B. Feedback given to practicum student following each observation.</td>
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<tr>
<td>Overall Evaluation of College Supervisor</td>
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Comments:
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_________   ______________________
Signature of Supervising Practitioner  Date

The supervising practitioner is responsible for returning this form to the appropriate department chair.
Name of Cooperating Practitioner__________________________________________________

Please rate the cooperating practitioner’s effectiveness using the following rate scale by placing a check (✓) in the appropriate column.

5 = Exceptional  4 = Superior  3 = Average  2 = Below Average  1 = Unsatisfactory

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<tr>
<td>Developed an effective mentoring relationship with student teacher.</td>
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<td>Communicated clearly his/her expectations and provided student with timely feedback.</td>
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<td>Encouraged student teacher to assume teaching responsibilities in a timely fashion.</td>
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<td>Encouraged student to develop his/her own teaching style (i.e. develop his/her own lessons, instructional materials, and assessment measures).</td>
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<td>Was available for consultation with student and college supervisor.</td>
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<td>Overall Evaluation of Cooperating Practitioner.</td>
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Comments:
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_____________________________________________    _______________________________
Signature of College Supervisor                          Date

The college supervisor is responsible for returning this form to the appropriate department chair.