

UNIVERSITY OF MASSACHUSETTS LOWELL
GRADUATE SCHOOL OF EDUCATION

02.579 INTERNSHIP TEACHER OF STUDENTS WITH MODERATE DISABILITIES

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GRADUATE SCHOOL OF EDUCATION
CONCEPTUAL FRAMEWORK

A theme entitled *Education for Transformation* provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

The fundamental tenets of the School are excellence, equity, collaboration and inquiry.

The internship is a three credit clinical field-based experience in which the candidate works directly with students in a school district who have been identified as having moderate disabilities. The internship is supervised by a school based mentor who is licensed in moderate disabilities and a college supervisor who observes the student at least three times. The internship is a minimum of 150 hours of direct instruction in moderate disabilities and must be varied enough to allow the candidate to apply the knowledge and skills necessary to show proficiency in the competencies outlined by the DESE for the license. Students will develop a practicum plan which will be signed by the principal, mentor, and college supervisor. A discussion of the following topics as they relate to the internship will be discussed in seminar:

1. Meeting the Professional Standards for Teachers
2. Educational terminology for students with mild to moderate disabilities:
3. Preparation, implementation, and evaluation of Individualized Education Plans (IEPs)
4. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities:
5. Federal and state laws and regulations pertaining to special education:
6. Knowledge of services provided by other agencies:
7. Ways to prepare and maintain students with disabilities for general education classrooms

Synopsis of Internship: Teacher of Students with Moderate Disabilities

Having met the criteria for entry to the internship (see previous page), the candidate embarks upon a 12 week internship at a school designated by the faculty. Each internship candidate is supervised by a school based supervising practitioner who holds a professional license in Teacher of Moderate Disabilities and a college supervisor. During the first week of the internship, an initial visit is made to the school by the college supervisor. The candidate and supervising practitioner are made aware of the duties and responsibilities of all parties and the evaluation process. A plan is formulated for assuming responsibility for teaching.

The candidate is visited 6 times by the college supervisor who completes an evaluation form and conducts a post-lesson conference with the candidate after each observation. The supervising practitioner is not required to give formal written feedback for these observations.

At the mid-term point (week 6 of the internship), the college supervisor, supervising practitioner, and candidate complete a formal evaluation which documents the candidate's progress to date in reaching the standards for licensure set by the Commonwealth of Massachusetts Bureau of Teacher Certification (see Form C on the following pages). The final evaluation is completed in the same manner during week 12, at which time the supervising practitioner and college supervisor make the decision whether or not to recommend the candidate for certification.

Assignments:

The candidate is required to keep a internship file of unit and lesson plans, which is handed to the College Supervisor for review at each visit, as well as a portfolio, which includes evidence of meeting the Massachusetts Professional Standards for Teachers.

**Graduate School of Education
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Policies and Procedures for the Internship

The candidate must adhere to the following requirements:

Attend an initial meeting with College/Clinical Supervisor and Supervising Practitioner(s). At this meeting the candidate will be made aware of the program's requirement for a gradual approach to assuming full responsibility for teaching.

Establish regular meeting times with the Supervising practitioner to discuss planning issues and progress. The Supervising practitioner may require the candidate to develop additional plans or engage in specific preparatory work.

Be observed by the College/Clinical Supervisor. After each visit the candidate will meet with the Supervisor to discuss the observed lesson.

The candidate will sign and receive a copy of the College/Clinical Supervisor's observation and post-lesson conference notes.

The candidate will keep a teaching practice file for lesson plans, assessment instruments, and weekly reflections on his/her own progress.

The candidate will develop a portfolio in which evidence of meeting the standards for licensure will be documented.

The teaching practice file is to be shown to the College/Clinical Supervisor whenever s/he visits the candidate.

The portfolio is submitted to the Graduate School of Education during the last week of the internship.

The candidate must keep a weekly record of the time spent teaching and observing. The time sheet must be signed by the Supervising practitioner and given to the College/Clinical Supervisor.

The candidate attends the mid-term and final evaluation meetings.

If the College/Clinical Supervisor and Supervising practitioner do not agree on the evaluation of the candidate's competency, a mediator will be appointed who will hear all sides of the case and make the final decision.

The candidate must at all times act in a professional manner in keeping with the code of dress and behavior expected of a teacher.

TEACHING

During the internship the candidate is required to gradually assume responsibility for teaching in the role of the license for one week.

OBSERVATION OF THE CANDIDATE

The College/Clinical Supervisor will visit each candidate 6 times and at that time will prepare a written report which the candidate should show to the Supervising practitioner.

College faculty will meet with the Supervising practitioner when visiting the school.

Supervising practitioners should be prepared to give oral or written feedback to the candidate—there is no requirement for a formal written report.

We suggest that the Supervising practitioner observes frequently at the beginning of the internship and later observes each class taught by the candidate once a week.

EVALUATION OF THE CANDIDATE

There is a formal 3-way evaluation at the mid-point of the internship.

If at the mid-term point the preservice teaching is receiving many ‘unsatisfactory’ and ‘needs improvement’ grades, his/her continuation in the internship will be discussed and may result in termination of the placement.

There is a formal 3-way evaluation at the end of the internship.

A mediator is appointed in cases when the College/Clinical Supervisor and Supervising practitioner do not agree on the evaluation of the candidate.

Supervising practitioner’s may be awarded 15 PDPs toward recertification for hosting a candidate. This can be done only once in the five-year recertification application. Supervising practitioners will receive a letter for the Dean of the Graduate School of Education acknowledging their participation in the mentoring of candidates. This letter is the documentation required by the state when applying for recertification.

INTERNSHIP FILE

Candidates are required to keep a file containing their unit and lesson plans, assessment tools, and weekly reflections on the lessons taught and their learning. The Internship file is made available to the College Supervisor at the beginning of each observation.

Section 1: Lesson plans from each lesson you are teaching.

Section 2: Weekly reflections –**AT THE END OF EACH WEEK**, write a reflection on what you have learned, what do you know works, what doesn’t work, what would you do differently? What are you learning about teaching and student learning? What are you learning about your profession?

PORTFOLIO

Candidates will submit a portfolio at the end of the internship and will be evaluated as Satisfactory or Unsatisfactory

Portfolio Organization

Portfolios should be organized in a three ring binder and should be separated into sections using tabs or dividers to distinguish each section. Each page should be labeled with the appropriate page number.

Portfolio Contents

Title Page

- Section 1: Lesson Observations
- Section 2: Preservice Performance Assessment*
- Section 3: Example of a major assignment from coursework

Rating Scale:

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

****PRESERVICE PERFORMANCE ASSESSMENT***

Commonwealth of Massachusetts Department of Education Guidelines for Preservice Performance Assessment (PPA)

The Regulations (Section 7.03) require programs approved for the Initial License to assess candidates' performance in a internship or internship equivalent using guidelines developed by the Department. The guidelines herein address the Professional Standards for Teachers, and should be used by all licensure programs for the Initial License. Supervising practitioners and program supervisors assessing performance of the Standard(s) should use the evaluation questions (pp. 6-13) listed for each Standard in conjunction with the Preservice Performance Assessment Form.

Massachusetts Department of Education Professional Standards for Teachers

INTRODUCTION

The Professional Standards for Teachers appear in the “Regulations for Educator Licensure and Program Approval “(Section 7.08, 603 CMR 7.00). As the regulations indicate, “The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required for all teachers. These standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment ... **in the internship** phase of preparation for the Initial License....”

(a) Plans Curriculum and Instruction

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

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

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

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

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

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

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

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

(b) Delivers Effective Instruction

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

- a. Makes learning objectives clear to the student.
- b. Communicates clearly in writing and speaking.
- c. Uses engaging ways to begin a new unit of study or lesson.
- d. Builds on students’ prior knowledge and experience.

Standard 2: Communicates high standards and expectations when carrying out the lesson:

- a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
- b. Employs a variety of content-based and content-oriented teaching techniques
- c. Demonstrates adequate knowledge of and approach to the academic content of lessons.
- d. Employs a variety of reading and writing strategies for addressing the learning objectives.
- e. Employs appropriate sheltered English or subject matter strategies for English language learners.
- f. Uses questioning to stimulate thinking and encourages all students to respond.
- g. Uses instructional technology appropriately.

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

- a. Assigns homework or practice that furthers student learning and checks it.
- b. Provides regular and frequent feedback to students on their progress.
- c. Provides many and varied opportunities for students to achieve competence.

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

- a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
- b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.

(c) Manages Classroom Climate Operation

Standard 1: Creates an environment that is conducive to learning.

Standard 2: Creates a physical environment appropriate to range of learning activities.

Standard 3: Maintains appropriate standards of behavior, mutual respect, and safety.

Standard 4: Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity

Standard 1: Encourages all students to believe that effort is a key to achievement.

Standard 2: Works to promote achievement by all students without exception.

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

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

(e) Meets Professional Responsibilities

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

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

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

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

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

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

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

**Sample
EVALUATION FORMS
FOR
INTERNSHIP/INTERNSHIP EQUIVALENT**

University of Massachusetts Lowell
GRADUATE SCHOOL OF EDUCATION
INTRODUCTORY VISIT

Candidate _____ **Grade Level:** _____

Supervising practitioner(s) _____

College Supervisor _____

School _____ **Community** _____

If more than one Supervising practitioner, the practitioner responsible for the larger portion of the student's experience will sign the State Internship Report Form.

School Hours:

General information on student teaching responsibilities:

During this meeting there was discussion of internship/internship requirements, certification standards, and evaluation procedures.

Practitioner Signature: _____ **Date** _____

Principal Signature _____ **Date** _____

Supervisor Signature _____ **Date** _____

Student Signature _____ **Date** _____

University of Massachusetts

Lowell

Graduate School Of Education

IDENTIFICATION OF A MEDIATOR

Certification regulation 7.02, Field-Based Preparation, states:

**“Disagreement between the college supervisor and the
Supervising practitioner will be resolved by the decision
of a third person chosen jointly by them.”**

In compliance with certification regulation 7.02, the college supervisor and Supervising practitioner have identified the following person as a mediator:

NAME	POSITION/TITLE	DATE
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Supervising practitioner

DATE

College Supervisor

DATE

**UNIVERSITY OF MASSACHUSETTS LOWELL
INTERNSHIP LESSON OBSERVATION FORM**

Student: _____ **Subject** _____

PLANS INSTRUCTION	1	2	3	NA	Comments
Lesson based on Curriculum framework standards					
Draws on the results of formal and informal assessments to plan learning activities					
Objectives are clearly stated					
Activities appropriate for the full range of students within a classroom					
Seeks outside resources to enhance learning					
Uses information from Individual Education Plans to plan strategies for integrating students with special needs					
DELIVERS EFFECTIVE INSTRUCTION					
Makes learning objectives clear to students					
Assessment is aligned with objectives					
Communicates clearly in speaking and writing					
Builds on students' prior knowledge and experience					
Employs a variety of teaching techniques that help students to develop habits of critical thinking and judgment					
Demonstrates knowledge of academic content					
Pacing is timely and transitions are smooth					
Employs appropriate sheltered English or subject matter strategies for English language learners					
Uses effective questioning strategies					
Uses instructional technology					
Assigns homework that furthers student learning					
CLASSROOM MANAGEMENT					
Creates a climate that is conducive to learning					
Creates a physical environment appropriate to a range of learning activities					
CLASSROOM MANAGEMENT (continued)	1	2	3	NA	Comments

Maintains appropriate standards of behavior, mutual respect, and safety					
Manages classroom routines and procedures without loss of significant instructional time					
PROMOTES EQUITY					
Believes that effort is the key to achievement and works to promote high achievement in all students					
Provides a variety of opportunities for students to achieve competence					
Creates a learning environment that promotes respect for, individual differences of ethnicity, race, language, culture, gender, and ability					
PROFESSIONALISM					
Conveys knowledge of and enthusiasm for the profession					
Models appropriate types of professional behaviors					

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

SUPERVISOR COMMENTS:

STUDENT SIGNATURE: _____ **DATE:** _____

MIDTERM EVALUATION

Candidate _____ Grade Level/Content Area: _____

Cooperating Practitioner(s) _____

College Supervisor _____ Internship Site _____

(a) PLANS CURRICULUM AND INSTRUCTION

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
1) Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.		
2) Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.		
3) Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.		
4) Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.		
5) Plans lessons with clear objectives and relevant measurable outcomes.		
6) Draws on resources from colleagues, families, and the community to enhance learning.		
7) Incorporates appropriate technology and media in lesson planning.		
8) Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.		

(b) DELIVERS EFFECTIVE INSTRUCTION

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

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
a. Makes learning objectives clear to the students.		
b. Communicates clearly in writing and speaking.		
c. Uses engaging ways to begin a new unit of study or lesson.		
d. Builds on students' prior knowledge and experience.		

2. Communicates high standards and expectations when carrying out the lesson:

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.		
b. Employs a variety of content-based and content-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects		
c. Demonstrates adequate knowledge of and approach to the academic content of lessons?		
d. Employs a variety of reading and writing strategies for addressing the learning objectives.		
e. Employs appropriate sheltered English or subject matter strategies for English language learners		
f. Uses questions to stimulate thinking and encourages all students to respond.		
g. Uses instructional technology appropriately.		

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

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
a. Assigns homework or practice that furthers student learning and checks		
b. Provides regular and frequent feedback to students on their progress.		
c. Provides many and varied opportunities for students to achieve competence.		

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

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.		
b. Translates evaluations of student work into records that accurately convey the level of student achievement of students, parents or guardians, and school personnel.		

(c) MANAGES CLASSROOM CLIMATE OPERATION

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
1. Creates an environment that is conducive to learning.		
2. Creates a physical environment appropriate to range of learning activities.		
3. Maintains appropriate standards of behavior, mutual respect, and safety.		
4. Manages classroom routines and procedures without loss of significant instructional time.		

(d) PROMOTES EQUITY

Indicator	Evidence Collected at Midterm	Suggestions/Feedback
1. Encourages all students to believe that effort is a key to achievement.		
2. Works to promote achievement by all students without exception.		
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgment or determine if instructional adjustments are necessary.		
Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community.		

(E) MEETS PROFESSIONAL RESPONSIBILITIES

Indicator	Evidence Collected at	Suggestions/Feedback
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	Midterm	
1. Understands his or her legal and moral responsibilities.		
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.		
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.		
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.		
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.		
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.		
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.		

Candidate's Name: _____ **License:** _____

Program Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____ **Date:** _____

PLAN of ACTION

**PRESERVICE PERFORMANCE ASSESSMENT FOR PRACTICUM OR
PRACTICUM EQUIVALENT
PROFESSIONAL STANDARDS FOR TEACHERS: SEE 603 CMR 7.08**

Candidate _____ **Grade Level/Content Area:** _____

Cooperating Practitioner(s) _____

College Supervisor _____ **Internship Site** _____

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
<p>1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.</p> <p>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</p> <p>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p> <p>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p> <p>5. Plans lessons with clear objectives and relevant measurable outcomes.</p> <p>6. Draws on resources from colleagues, families, and the community to enhance learning.</p> <p>7. Incorporates appropriate technology and media in lesson planning.</p> <p>8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	

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

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

Candidate's Name: _____ **License:** _____

Program Supervisor (initial): _____ **Date:** _____

Supervising Practitioner (initial): _____ **Date:** _____

Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <p>a) Makes learning objectives clear to students. b) Communicates clearly in writing and speaking. c) Uses engaging ways to begin a new unit of study or lesson. d) Builds on students' prior knowledge and experience.</p> <p>2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects. c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (<i>See license-specific questions.</i>) d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Employs appropriate sheltered English or subject matter strategies for English language learners. f) Uses questioning to stimulate thinking and encourages all students to respond. g) Uses instructional technology appropriately.</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson</u></p> <p>a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.</p> <p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	

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

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

Candidate's Name: _____ License: _____

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
1. Creates an environment that is conducive to learning. 2. Creates a physical environment appropriate to a range of learning activities. 3. Maintains appropriate standards of behavior, mutual respect, and safety. 4. Manages classroom routines and procedures without loss of significant instructional time.	

Rating:	Explanation of Rating for Standard C – Manages Classroom Climate and Operation
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Standard D – Promotes Equity	
Indicators	Evidence
1. Encourages all students to believe that effort is a key to achievement. 2. Works to promote achievement by all students without exception. 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary. 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.	

Rating:	Explanation of Rating for Standard D – Promotes Equity
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ License: _____

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

Standard E – Meets Professional Responsibilities	
Indicators	Evidence
<p>1. Understands his or her legal and moral responsibilities.</p> <p>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p> <p>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</p> <p>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</p> <p>5. Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.</p> <p>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p> <p>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>	

Rating:	Explanation of Rating for Standard E – Meets Professional Responsibilities

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

Candidate’s Name: _____ **License:** _____

Program Supervisor (initial): _____ **Date:** _____

Supervising Practitioner (initial): _____ **Date:** _____

Standard (b)2c

Demonstrates adequate knowledge of and approach to the academic content of lessons.

License-Specific Evaluation Questions

Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

<p>The candidate satisfactorily demonstrates an understanding of how the individual student's moderate disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn.</p>	
<p>The candidate appropriately uses the information in the IEP of students with moderate disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program that their non-disabled peers learn.</p>	
<p>The candidate implements the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that their non-disabled peers learn.</p>	
<p>The candidate shows a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs.</p>	
<p>The candidate demonstrates the ability to help the students with moderate disabilities learn the deficit skills detailed in the measurable annual goals and objectives/benchmarks in the student's IEPs.</p>	
<p>The candidate's use of the assistive technology required in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn.</p>	
<p>The candidate's use of behavioral intervention strategies that are identified in the student's IEP help the student learn the academic content in the general curriculum program that non-disabled peers learn.</p>	
<p>The candidate appropriately interprets the results of formal and informal assessments of students with moderate disabilities.</p>	
<p>The candidate demonstrates familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives.</p>	



The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000
Preservice Performance Assessment for Internship or Internship Equivalent
Professional Standards for Teachers: See 603 CMR 7.08.

Part I - To be completed by the applicant.

Internship: _____ Internship Equivalent: _____

- 1. Legal Name: (print) _____ 2. SSN: _____
3. Address: _____
4. Sponsoring Organization: _____ Program & Level: _____
5. Internship/Equivalent Course Number: _____ Credit Hours: _____
Course Title: _____
6. Internship/Equivalent Site: _____ 7: Grade Levels of Students: _____
8. Total number of internship hours: _____ Number of hours 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 7.03(1)(b)): Yes _____ No _____

Part II - To be completed by the Program Supervisor

Name:(print) _____ Position/Title _____

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

Applicant's License Field: _____ Grade Level: _____

Part III - To be completed by the Supervising Practitioner

Name: (print) _____ Position: _____

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

Massachusetts License #: _____ Field(s): _____

Part IV - Initial 1, 2, and 3.

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

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

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

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

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

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

Part V

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

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Mediator (if necessary: see 7.04(4))(sign): _____ Date: _____

