

## **Pre-Practicum Gateway Observation Assessment Guide**

**Participants in Pre-Practicum: Teacher Candidate (TC) Supervising Practitioner (SP) and Program Supervisor (PS)**

The gateway observations are designed to serve an assessment of a teacher candidate’s theoretical, practical and clinical preparedness for their student teaching practicum. TC’s must meet the minimum threshold expectations in order to move from the Pre-Practicum to Practicum.

The TC’s two observations during the pre-practicum experience will be scored according to the following criteria. In order to achieve a passing score in the pre-practicum experience, the TC will need to demonstrate “approaching for all criteria for the 1st observation. The expectation is that the TC will achieve ‘Meeting’ in the 2nd  observation and ‘Approaching’ for Subject Matter Knowledge Fluency.

*The assessment is developed with content directly aligned the Professional Standards for Teachers and focuses on the following standards and indicators:* <http://www.doe.mass.edu/edprep/resources/pre-practicum.html>

**STANDARD I: Curriculum Planning and Assessment**

***Indicator I-A. Curriculum & Planning***: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

* ***I-A-1.*** Subject Matter Knowledge: Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
* ***I-A-3.*** Well-Structured Units and Lessons: Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.

**STANDARD II: Teaching All Students**

***Indicator II-A.******Instruction:*** Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

* ***II-A-2.*** Student Engagement Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
* ***II-A-3.*** Meeting Diverse Needs Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

**Licensure Field/Grade-Level:** Tasks can be adapted for use within any licensure program and PreK-12 grade level.

In addition to the Professional Standards; TC’s will receive targeted feedback on their depositional readiness to move forward into their practicum during their ***Pre-Practicum Final Assessment.***



# **Pre-Practicum Gateway Observation Assessment**

***Instructions:*** Supervising Practitioners (SP) and Program Supervisors (PS) are asked to complete this evaluation after each observation of the Teacher Candidate (TC). This assessment is meant to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below.

1. Teacher Candidate works with their host teacher to identify a lesson plan to develop and deliver a lesson in the designated content area.
2. Teacher candidate develops and submits a formal lesson plan to the SP and PS ***24-48 PRIOR*** to the scheduled observation.

|  |  |
| --- | --- |
| **Semester/Year:**  | **Student Name:** |
| **School:**  | **School City:** |
| **Supervising Practitioner:**  | **Program Supervisor:** |
| **Grade Level:**  | **Licensure Area:**  |
| **Date of Observation:** |  | **Small Group Lesson ☐ Whole Group Lesson ☐** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  | **Not Meeting** | **Approaching** | **Meeting** |
| I-A-1. Subject Matter Knowledge (SMK)  | Lesson materials demonstrate superficial knowledge and understanding of subject matter and pedagogy. Lesson does not utilize well-aligned content specific strategies. | Lesson materials demonstrate some knowledge and understanding of subject matter and pedagogy. Lesson utilizes some well-aligned content specific strategies. | Lesson materials demonstrate sound knowledge and understanding of subject matter and utilizes well-aligned content-specific strategies. |
| Rating:  |  |  |  |
| Feedback  |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| I-A-4. Well-Structured Lessons  | Developed lesson without measurable, challenging objectives that included inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or groping for the intended outcome of the students in the class. | Develops lesson with objectives which are not measurable and/or challenging, only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. |
| Rating  |  |  |  |
| Feedback: |
|  |
| **Indicator**  | **Not Meeting** | **Approaching** | **Meeting** |
| II-A-3. Meeting Diverse Needs  | Accommodations for differences are not observed or inappropriate practices utilized. | May use some appropriate practices to accommodate learning differences, but doesn’t address the adequate range of differences. | Uses appropriate practices and scaffolds to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners. |
| Rating  |  |  |  |
| Feedback: |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| Effective Instruction: *Launching the lesson* | Begins lesson with inappropriate engagement strategies for students. Does not clearly communicate learning objectives.  | Presents an introduction which adequately activates student interest or prior knowledge. Learning objectives are communicated.  | Facilitates a dynamic introduction and creates a sustained focus that activates student interest and/or prior knowledge. Clearly communicates learning objectives.  |
| Rating  |  |  |  |
| Feedback  |
| **Indicator** | **Not Meeting** | **Approaching** | **Meeting** |
| Effective Instruction: *Active Learning Phase* | Pacing, transitions and directions do not support learning. Unenthusiastic demeanor. Students are not engaged in learning.Lesson closure and next steps are unclear or not included. | Pacing is not fully conducive to learning and tasks and transitions may not be clear.Demonstrates some enthusiasm. Students are mostly engaged in learning.Attempts to check for understanding and provide closure to lesson. | Uses appropriate pacing with strong transitions, and adequately breaks down tasks. Demonstrates high level of enthusiasm and maintains student engagement though active learning.Checks for understanding and presents closure that signals the end of instruction and provides clear directions for assignment, if applicable. |
| Rating  |  |  |  |
| Feedback |

 Additional Feedback for Teacher Candidate:

Signatures:

Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Program Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_