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# Pre-Practicum Teacher Candidate Final Assessment

# Professional Teaching Standards and Essential Elements Guide

The Department of Secondary and Elementary Education have established the Professional Teaching Standards (PST’s) as a way of assessing educators within the state of Massachusetts. These standards are broken down into more detailed Elements that are essential to the best practices of educators. Teacher Candidates will begin being assessed on these Elements during their pre-practicum and again in more detail during their practicum.

**Definitions:**

**Standards:** *Broad based categories of knowledge, skills, and performance of effective practice*

**Elements:***More specific descriptions of actions and behaviors, embedded within a particular Standard*

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| **Standard**  | **Elements**  |
| **1: Curriculum, Planning and Assessment:**Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.  | **1.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. |
| **1.A.3 Well Structured Lessons:**Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings.  |
| **1.B.2. Adjustment to Practice:** Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.  |
| **2. Teaching All Students:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe learning environment, and demonstrate cultural proficiency  | **2.A.3. Meeting Diverse Needs:**Uses appropriate practices, including tired instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.  |
| **2.B.1. Safe Learning Environment:**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented  |
| **2.E.1. High Expectations:**Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.  |
| **3. Professional Culture:** Promotes the learning and growth of all students through ethical, culturally, proficient, skilled, and collaborative practice.  | **4.A.1 Reflective Practice:**Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.  |

**Pre-Practicum Teacher Candidate Final Assessment**

Supervising Practitioners and Program Supervisors are asked to complete this evaluation to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers. Please use the rating scale to evaluate the candidate’s progress at the end of the pre-practicum, highlighting where you assess the candidate to be in meeting each Standard. Please calibrate your ratings with the other supervisor and provide the Teacher Candidate just one completed evaluation. *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>

Minimum thresholds have been established in order to assess the readiness for practicum within each particular element. In order to receive a Pass for Pre-Practicum, Teacher Candidates are expected to achieve an average rating of “Approaching”, which is calculated by taking the total ratings score for all indicators and dividing by the total number of indicators (33).

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| **Semester/Year:**  | **Student Name:** |  |
| **School:**  | **School City:** |  |
| **Supervising Practitioner:**  | **Program Supervisor:** |  |
| **Grade Levels:**  | **Licensure Area:**  |  |
| **Total Hours** |  |  |
| *Standard 1: Curriculum Planning and Instruction:***Element: 1.A.1. Subject Matter Knowledge** | **Meeting****4** | **Approaching****3** | **Needs Attention****2**  | **Not Observed** **1** |
| Applies the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. |  |  |  |  |
| Lesson materials demonstrate sound knowledge and understanding of subject matter and utilizes well-aligned content-specific strategies. |  |  |  |  |
| **Rating**  |  |  |  |  |
| **Comments:** |
| *Standard 1: Curriculum Planning and Assessment***Element: 1.A.3 Well Structured Lessons** | **Meeting****4** | **Approaching****3** | **Needs Attention** **2** |  | **Not Observed** **1** |
| Demonstrates the ability to apply knowledge from classroom observations to instructional and lesson planning strategies  |  |  |  |  |  |
| Plans lessons with clear and obtainable goals and objectives for individuals, small groups, and large groups |  |  |  |  |  |
| Demonstrates thoughtful and effective strategies for engaging students  |  |  |  |  |  |
| Prepares and provides appropriate materials for all learning levels and differing learning styles  |  |  |  |  |  |
| **Ratings**  |  |  |  |  |
| **Comments:**   |
| *Standard 1: Curriculum Planning and Assessment/Active Instruction***Element: 1.B.2. Adjustment to Practice** | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed****1**  |
| Ability to clearly convey directions for all students in the classroom according to their needs and abilities  |  |  |  |  |  |
| Appropriately assesses students’ abilities and performances within the classroom and school community  |  |  |  |  |  |
| Manages logistics of the lesson effectively to engage all students  |  |  |  |  |  |
| Changes approach/strategy to accommodate students and the classroom learning needs |  |  |  |  |
| **Ratings**  |  |  |  |  |
| **Comments:** |
| *Standard 2: Teaching All Students/Active Instruction* **Element: 2.A.3. Meeting Diverse Needs**  | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed****1**  |
| Demonstrates the ability to understand students’ academic strengths and weaknesses |  |  |  |  |
| Develops awareness and adjusts to the levels of readiness for all students in the classroom |  |  |  |  |
| Actively engages students, ensuring all are involved in their learning |  |  |  |  |
| Aware and sensitive to students’ needs and responds appropriately  |  |  |  |  |
| **Ratings**  |  |  |  |  |
| **Comments:** |
| *Standard 2: Teaching All Students:***Element: 2.B.1. Safe Learning Environment** | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed** **1** |
| Effectively manages, maintains, and recognizes the importance of routine within the classroom and school  |  |  |  |  |
| Provides and supports a learning centered space for all students, ensuring learning is a priority  |  |  |  |  |
| Demonstrates awareness of safe behaviors in the classroom and within the school community  |  |  |  |  |
| Effectively uses appropriate methods to communicate with students and redirects students when needed  |  |  |  |  |
| **Ratings**  |  |  |  |  |
| **Comments:** |
| *Standard 2: Teaching All Students***Element: 2.E.1. High Expectations**  | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed** **1** |
| Understanding of the abilities and academic needs of all students in the classroom |  |  |  |  |
| Articulates the importance of classroom activities in a way meaningful for all students  |  |  |  |  |
| Ability to question and challenge students appropriately to take academic risks  |  |  |  |  |
| Ability to ensure students are academically accountable for their work and able to achieve their full engagement  |  |  |  |  |
| **Ratings** |  |  |  |  |
| **Comments:** |
| *Standard 3: Professional Culture***Element: 4.A.1 Reflective Practice**  | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed****1**  |
| Candidate reflects after lessons and regularly seeks feedback from colleagues for improvement |  |  |  |  |
| Consistently works to improve instructional practices based on observations and feedback |  |  |  |  |
| Take information from prior classroom experiences and uses it for future planning |  |  |  |  |
| Engage and reflects on learning experiences in the classroom |  |  |  |  |
| **Ratings**   |  |  |  |  |
| **Comments:** |
| *Standard 3: Professional Culture***Professional Dispositions**  | **Meeting****4** | **Approaching****3** | **Needs Attention****2** | **Not Observed** **1** |
| Attendance and Punctuality  |  |  |  |  |
| Conducts themself in a professional manner at all times and within all communications to students and colleagues  |  |  |  |  |
| Able to appreciate the cultural norms and differences in the classroom and the school community  |  |  |  |  |  |
| Demonstrates the ability to take and follow direction |  |  |  |  |  |
| Shows enthusiasm and effort in the learning experiences and in the field of education  |  |  |  |  |
| Comfortable taking initiative assuming responsibility and in the role as a teacher  |  |  |  |  |
| **Ratings**  |  |  |  |  |
| **Comments:**  |
| **Please list 2 -3 goals for the Teacher Candidate during their practicum experience.** |
| **Is this Teacher Candidate ready for their practicum?** **Supervising Practitioner: Yes\_\_\_\_\_ No\_\_\_\_\_ with reservation \_\_\_\_\_\_****Program Supervisor: Yes\_\_\_\_\_\_ No\_\_\_\_\_\_ with reservation \_\_\_\_\_\_****Comments:** |
| **Teacher Candidate Signature** |  | **Date:** |
| **Program Supervisor**  |  | **Date:** |
| **Supervising Practitioner**  |  | **Date:**  |