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# Pre-Practicum Teacher Candidate Self-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. *This 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>

**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. | **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. |
| **Well Structured Lessons:**  Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings. |
| **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 | **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. |
| **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 |
| **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. | **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 Self-Assessment**

Instructions: Teacher Candidates are asked to complete this Self-Assessment to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below. Teacher Candidates should use the rating scale to evaluate themselves and highlight areas of strengths and areas of growth in relation to meeting each Standard. Teacher Candidates should submit the completed evaluation to their Supervising Practitioner and Program Supervisor for feedback and establishment of a baseline for their pre-practicum experience.

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| **Semester/Year:** | | | **Student Name:** | | | | | | |
| **School:** | | | | | **School City:** | | | | |
| **Supervising Practitioner:** | | | | | **Program Supervisor:** | | | | |
| **Grade Levels:** | | | | | **Licensure Area:** | | | | |
| **Total Hours** | **Description of Classroom:** | | | | | | | | |
| *Standard 1: Curriculum Planning and Instruction:*  **Element: 1.A.1. Subject Matter Knowledge** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I have sound knowledge and understanding of the subject matter and the pedagogy it requires (adapted from CAP Rubric.) | | | |  | |  | |  | |
| My lesson materials demonstrate some knowledge and understanding of subject matter and pedagogy. Lessons utilizes some well-aligned content specific strategies. | | | |  | |  | |  | |
| I can apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment*  **Element: 1.A.3 Well Structured Units and Lessons** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** |  |
| I have the ability to apply knowledge from classroom observations to instructional and lesson planning strategies | | | |  | |  | |  |  |
| I can develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and groupings. (Adapted from CAP Rubric) | | | |  | |  | |  |  |
| I can demonstrates thoughtful and effective strategies for engaging students | | | |  | |  | |  |  |
| I can prepare and provide appropriate materials for all learning levels and differing learning styles | | | |  | |  | |  |  |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 1: Curriculum Planning and Assessment/Active Instruction*  **Element 1.B.2. Adjustment to Practice** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. | | | |  | |  | |  |  |
| I analyze data from assessments, draw conclusions, and share them appropriately | | | |  | |  | |  |  |
| I can change my approach and strategy to accommodate students and the classroom learning needs | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students/Active Instruction*  **Element: 2.A.3. Meeting Diverse Needs** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. | | | |  | |  | |  | |
| I know the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. | | | |  | |  | |  | |
| I understand the characteristics and instructional implications of moderately and severely disabling conditions. | | | |  | |  | |  | |
| I can support English learners through English learner education instruction. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students:*  **Element: 2.B.1. Safe Learning Environment** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I welcome and encourage every family to become active participants in the classroom and school community. | | | |  | |  | |  | |
| I create and maintain a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | | | |  | |  | |  | |
| I actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | | | |  | |  | |  | |
| I employ a variety of classroom management strategies to establish and maintain effective routines and procedures that promote positive student behavior. | | | |  | |  | |  | |
| I employ a variety of strategies to assist students to develop social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 2: Teaching All Students*  **Element: 2.E.1. High Expectations** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use 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. | | | |  | |  | |  | |
| I can articulates the importance of classroom activities in a way meaningful for all students | | | |  | |  | |  | |
| I plan and implement lessons that set clear and high expectations and make knowledge accessible for all students. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 3: Professional Culture*  **Element: 4.A.1. Reflective Practice** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I use 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. | | | |  | |  | |  | |
| I actively pursue professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. | | | |  | |  | |  | |
| I collaborate with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. | | | |  | |  | |  | |
| I engage in regular, two-way, and culturally proficient communication with families about student learning and performance. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| *Standard 3: Professional Culture*  **Professional Dispositions** | | | | **Fluent**  **4** | | **Approaching**  **3** | | **Not Yet**  **2** | |
| I can collaborate effectively with colleagues on a wide range of tasks. | | | |  | |  | |  | |
| I am professional manner at all times and within all communications to students and colleagues | | | |  | |  | |  | |
| I am able to appreciate the cultural norms and differences in the classroom and the school community | | | |  | |  | |  |  |
| I have the ability to take and follow direction | | | |  | |  | |  |  |
| I am involved in school-wide decision-making and takes an active role in school improvement planning. | | | |  | |  | |  | |
| I am comfortable taking initiative and assuming responsibility and being in the role of a teacher | | | |  | |  | |  | |
| I am consistently reliable, ethical, and hold myself accountable for my responsibilities. | | | |  | |  | |  | |
| **Comments and Action Steps:** | | | | | | | | | |
| **Please list 2 -3 goals that you would like to achieve during the pre-practicum experience:** | | | | | | | | | |
| **Teacher Candidate Signature** | |  | | | | | **Date:** | | |