



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Pre-service Performance Assessment (PPA) Guidelines for Teachers

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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Purpose

The central purpose of the Pre-service Performance Assessment (PPA) for Teachers is to assess candidate readiness. By providing a common framework under which all candidates in the Commonwealth are assessed, preparation programs are able to ensure that candidates have the necessary skills and knowledge to be highly effective educators in Massachusetts. The goal of these guidelines is to assist and support all Sponsoring Organizations (SO), program supervisors, supervising practitioners, and candidates as they work together to ensure candidates successfully demonstrate the Professional Standards for Teachers.

The Massachusetts Regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.03) require programs that are approved to endorse candidates for an Initial teacher* license along with the Performance Review Program for Initial Licensure [603 CMR 7.05(4)(c)] to assess a candidate's performance in a practicum or practicum equivalent using guidelines developed by the Massachusetts Department of Elementary and Secondary Education (ESE). The teacher preparation program must assess program completers to ensure they have mastered the professional standards for teachers, subject matter knowledge in the field of the license sought, and application of the Massachusetts Curriculum Frameworks. The guidelines herein address the Professional Standards for Teachers (PST). Sponsoring Organizations may add (but not substitute) additional standards if they deem them relevant to the license.

603 CMR 7.08(1) Professional Standards for Teachers

(1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of 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 for Initial License:

- (a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
- (b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

These guidelines

- provide the requirements for field-based experiences;
- include a description of the responsibilities of each stakeholder involved in the teacher preparation program;
- contain the Pre-service Performance Assessment Form which is required for each teaching candidate for Initial licensure in the Commonwealth;
- include the Professional Standards for Teachers Evaluation Questions and the License-Specific Questions to be used in conjunction with the PPA form;
- supply potential sources of evidence and recommendations for assessment record keeping; and

* *These guidelines are to be used for all teacher and specialist teacher candidates except the following: Library and Speech, Language, and Hearing Disorders teachers.*

- provide information on the licenses issued in the Commonwealth of Massachusetts, field-based experiences requirements, and definitions.

Context

In June 2012 the Massachusetts Board of Elementary and Secondary Education (BESE) approved changes to the [Regulations for Educator Licensure and Preparation Program Approval](#) (603 CMR 7.00) and directed ESE to update the *PPA Guidelines for Teachers*. The changes embedded in this version of the Pre-service Performance Assessment Guidelines have been updated to reflect the major changes from the June 2012 regulation revisions. Most notably these changes include

- the increase in practicum hour requirements;
- supervising practitioner qualifications;
- SEI/RETELL requirements added to the PSTs; and
- updates to ESL license-specific questions.

These changes continue to emphasize ESE's desire to support educator preparation programs in strengthening the field-based experiences of teacher preparation.

ESE recognizes the need to update the Professional Standards for Teachers so that they reflect the most current expectations for teaching in Massachusetts, including influences such as the MA educator evaluation system and adoption of the 2011 MA Curriculum Frameworks. Once new PSTs are adopted, ESE is eager to engage with the field on the development and use of a more valid and reliable Pre-service Performance Assessment. This set of guidelines does not outline the significant shifts anticipated within the coming years.

Field-Based Experiences

Field-based experiences are defined as experiences such as the observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, and apprenticeship that are integral components of any program for the preparation of teachers. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers. Field-based experiences shall cover a range of time periods within the school year (603 CMR 7.02 Definitions). It is the ESE's intent for candidates to have field-based experiences that span the full school year, to better prepare individuals to be effective beginning in their first year of employment. This will enable teachers to demonstrate acquisition of the Professional Standards for Teachers, and give them the opportunity to participate in the opening and closing of the school and all events that occur during a school year. Experiences should include working with diverse student learners, including English language learners, in a variety of settings.

Pre-Practicum

ESE expects teacher preparation programs to intentionally design focused and coherent pre-practicum experiences that are integrated into courses or seminars that address the Professional Standards for Teachers. The pre-practicum must begin early in the preparation program and provide the candidate with experiences in working with diverse student learners. For candidates serving an apprenticeship or employed as an educator of record, these experiences may occur simultaneously with the practicum/practicum equivalent. The responsibility for arranging pre-practicum/practicum placements rests with the Sponsoring Organization (not the candidate). The Sponsoring Organization may consider candidate requests for specific pre-practicum/practicum placements if the setting meets ESE requirements.

ESE expects teacher preparation programs to closely monitor pre-practicum experiences and provide the necessary support and guidance to candidates. Responsibilities and expectations must be clearly defined and connected to coursework.

Practicum/Practicum Equivalent

The practicum/practicum equivalent should be regarded as the capstone experience of a teacher preparation program. ESE requires teacher preparation programs to work in partnership with districts and schools to support the needs of the districts. A practicum/practicum equivalent is a field-based experience within an approved teacher preparation program in the role and at the level of the license sought. All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschool, Educational Collaborative, or a school that requires Massachusetts educator licensure. Pre-service teachers need to work with effective teachers. All supervising practitioners must have at least three full years of experience under an appropriate Initial or Professional license and a summative evaluation rating of proficient or higher in order to be eligible to serve in that capacity. Teacher preparation programs must work with the districts and/or schools to identify qualified supervising practitioners.

All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours. At least one of the formal observations required under the PPA must occur during the 100 hours a candidate assumes full responsibility of his/her classroom. For classroom-based practitioners, full responsibility requires that candidates

- assume full control of all classroom duties regularly fulfilled by supervising practitioner; and
- oversee responsibilities related to the education of all students on the classroom roster.

The 100 hours of full responsibility does not have to be consecutive. The intent of this requirement is to mirror the experience of being a full-time educator. Sponsoring Organizations should keep this intent in mind when developing additional guidance around expectations for candidates' practicum experience.

The overall required number of hours of field-based experiences has changed (see Appendix G). ESE expects teacher preparation programs to provide an opportunity, such as a practicum seminar, for candidates in the practicum to engage in reflection, peer feedback, guidance, and support.

ESE also expects that supervised observations begin early and are appropriately spaced throughout the duration of the practicum/practicum equivalent. It is also required that the program supervisor and the supervising practitioner conduct a minimum of three formal observations and facilitate three meetings among the program supervisor, supervising practitioner, and the candidate.

For candidates who are required to complete practicum/practicum equivalent hours at different levels, as in the case of Early Childhood, Teacher (All), and Teachers of Students with Moderate and Severe Disabilities, at least one observation must be conducted in each setting (grade level or type of classroom).

Stakeholders

These guidelines have been developed with three audiences in mind. ESE expects these three key stakeholder groups to work together to ensure candidates experience the most effective practicum/practicum equivalent.

Responsibilities of the Sponsoring Organization

- Teacher preparation programs must work in partnership with districts and schools to support the needs of the districts.
- Sponsoring Organizations will need to ask school district administrators to supply the Sponsoring Organization with a list (the “list” may contain only one name) of the names of teachers who the school district recommends and who are interested and qualified (have worked under the appropriate Initial or Professional license for at least three years and rated proficient or higher on most recent summative evaluation**) to act in the role of the supervising practitioner.
- Sponsoring Organizations are responsible for the design, implementation, and evaluation of field-based experiences. Field-based experiences must begin early in the preparation program and cover a range of time periods within the school year (including the opening and closing of the school year).
- Sponsoring Organizations may use observation forms of their choosing for formative assessments, but must use the Department of Elementary and Secondary Education Pre-service Performance Assessment Form for Teachers (PPA) for summative assessment of candidates.
- Candidates are evaluated on their documentation of evidence that demonstrates successful application of the Professional Standards for Teachers and the Massachusetts Curriculum Frameworks appropriate to the license sought.
- ESE recommends program supervisors have PreK-12 teaching experience relevant to the candidate’s license area.
- Sponsoring Organizations must maintain candidates’ files, which should include the completed and signed (by all parties) Pre-service Performance Assessment Form for Teachers for the practicum/practicum equivalent, candidate’s transcripts, and related documents.

** ESE recognizes that not all supervising practitioners will have evaluation ratings available for the start of the 603 CMR 7.00 implementation period; however, teacher preparation programs must comply when the educator evaluation system is implemented and ratings are available. See Massachusetts Regulations 603 CMR 35.08 Performance Level Ratings and [The Massachusetts Model System for Educator Evaluation Part II: School-Level Planning and Implementation Guide](#) for more information.

Responsibilities of the Program Supervisor and Supervising Practitioner

A practicum or practicum equivalent must be supervised jointly by the program supervisor from the Sponsoring Organization in which the candidate is enrolled and the supervising practitioner. The supervising practitioner, responsible for the larger portion of the practicum/practicum equivalent, and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them [603 CMR 7.04(4)].

Supervising practitioners and program supervisors must evaluate teacher candidates using the Pre-service Performance Assessment (PPA) in conjunction with the following

- Professional Standards for Teachers (PST) evaluation questions for Performance of the Standard(s) (Appendix B)
- License-specific evaluation questions aligned with the “Delivers Effective Instruction Standard” indicator (b)2c that focuses on subject matter knowledge for the field of the license sought (Appendix C)
- Sources of evidence (Appendix D)

Evaluation questions for the PSTs and license-specific questions are designed to support the professional judgment of the supervising practitioner and program supervisor. Although the questions may not apply to all fields or to all candidates within a field, they will guide assessors in conducting a thorough review of the practicum/practicum equivalent.

During formal evaluations, the program supervisor and the supervising practitioner must provide continuous, timely, and constructive feedback to the candidate to improve practice in demonstrating the Professional Standards for Teachers using the same tools used for assessment purposes (e.g. PSTs, license-specific questions, sources of evidence, etc.).

Program Supervisor

- The program supervisor is defined as the supervisor from the Sponsoring Organization, under whose supervision the candidate for licensure practices during a practicum/practicum equivalent.
- ESE recommends program supervisors have PreK-12 teaching experience relevant to the candidate’s license area.
- The program supervisor must use the PPA to provide guidance and support to all those involved in the practicum/practicum equivalent.

Supervising Practitioner

- The supervising practitioner is defined as the educator under whose immediate supervision the candidate for licensure practices during a practicum. Supervising practitioners must have
 - at least three full years of experience under an appropriate Initial or Professional license; and
 - a summative evaluation rating of proficient or higher.

- The supervising practitioner must use the PPA and serve as a role model by providing guidance and support to the candidate.

For a candidate serving as an educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Responsibilities of the Candidate

The performance of the teacher candidate will be assessed by using the Pre-service Performance Assessment (PPA) for Teachers.

- Candidates must demonstrate that they successfully meet the Professional Standards for Teachers (PSTs).
- The candidate must complete the evidence portion of the PPA document. The candidate must supply evidence for each Standard and Indicator within the PST must be supplied by the candidate prior to evaluation by the program supervisor and the supervising practitioner (See Appendix D).

Appendix A – Pre-service Performance Assessment Form for Teachers

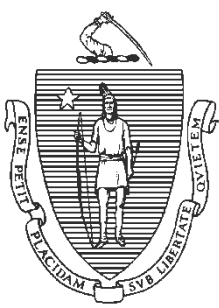
“The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required for all teachers. These standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department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

This Pre-service Performance Assessment Form for Teachers addresses the Professional Standards for Teachers, and must be used in conjunction with the Guidelines for Pre-service Performance Assessment as required in Section 7.03. The Guidelines contain a list of evaluation questions appropriate to the Standards which are complemented by an additional set of license-specific evaluation questions aligned with the Standard (b)2c: “Demonstrates an adequate knowledge of and approach to the academic content of lessons”.

All Professional Standards for Teachers must be evaluated as worded if applicable to the license. Sponsoring Organizations may add (but not substitute) additional Standards if they deem them relevant to the license.

A rating scale of 1 – 3 indicates the following: 1 = Does Not Meet the Standard, 2 = Meets the Standard, 3 = Exceeds the Standard, and NA = Not Applicable.

The program supervisor and the supervising practitioner must complete a Pre-service Performance Assessment Form for Teachers. This form becomes the Sponsoring Organization’s record of a candidate’s pre-service practicum/practicum equivalent.



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Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Pre-service Performance Assessment Form for Teachers

603 CMR 7.08 Professional Standards for Teachers

Part 1 – To be completed by the candidate

Practicum Practicum Equivalent

First Name:		Last Name:	
Street Address:			
City/Town:		State:	Zip:
Sponsoring Organization:			
MEPID: or License #:			
Program & Level:			
Practicum/Equivalent Course Number:			Credit hours:
Practicum Course Title:			
Practicum/Equivalent Site:		Grade Level(s) of Students:	
Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:	
Other Massachusetts licenses held, if any:			
Have any components of the approved program been waived? 603 CMR 7.03(1)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No			

Part 2- To be completed by the Program Supervisor

Name:	
The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:	
Candidate's License Field:	Grade Level:
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. <input type="checkbox"/> Yes <input type="checkbox"/> No	

Part 3- To be completed by the Supervising Practitioner

Name:	Position:
School District:	
License: <input type="checkbox"/> Initial <input type="checkbox"/> Professional	# of years of experience under license:
MEPID: or License #:	License Field(s):

Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
2. Meeting held midway through the practicum at which the Candidate's progress toward the Professional Standards was discussed.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:

Part 5

Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) & 7.04(2)(4)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Program Supervisor:	Date
Supervising Practitioner:	Date
Mediator (if necessary see: 603 CMR 7.04(4))	Date

Pre-service Performance Assessment
Professional Standards for Teachers: See 603 CMR 7.08

Please use this assessment in conjunction with the Pre-service Performance Assessment for Teachers guidelines: the rating scale; evaluation questions relating to the standards; and the license-specific questions per standard (b)2c. **Candidates must complete the Evidence column for evaluation by the program supervisor and supervising practitioner.**

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
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. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i>	
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 and design lessons that strengthen student reading and writing skills.	
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.	
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.	

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:

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when beginning the lesson.</p> <p>a. Makes learning objectives clear to students.</p>	
<p>b. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids.</p>	
<p>c. Uses engaging ways to begin a new unit of study or lesson.</p>	
<p>d. Builds on students’ prior knowledge and experience.</p>	
<p>2. Communicates high standards and expectations when carrying out the lesson.</p> <p>a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p>	
<p>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 (among others).</p>	

<p>c. Demonstrates an adequate knowledge of and approach to the academic content of lessons. <i>(Please attach documentation that license-specific questions were used to evaluate candidate knowledge)</i></p>	
<p>d. Employs a variety of reading and writing strategies for addressing learning objectives.</p>	
<p>e. Uses questioning to stimulate thinking and encourages all students to respond.</p>	
<p>f. Uses instructional technology appropriately.</p>	
<p>g. Uses effective strategies and techniques for making content accessible for English language learners.</p>	
<p>h. Demonstrates knowledge of 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.</p>	
<p>3. Communicates high standards and expectations when extending and completing the lesson.</p> <p>a. Assigns homework or practice that furthers student learning and checks it.</p>	

<p>b. Provides regular and frequent feedback to students on their progress.</p>	
<p>c. Provides many and varied opportunities for students to achieve competence.</p>	
<p>4. Communicates high standards and expectations when evaluating student learning.</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.</p>	
<p>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>	

<p>Rating:</p>	<p>Explanation of Rating for Standard B – Delivers Effective Instruction:</p>
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

<p>Candidate's Name:</p>	<p>License:</p>
<p>Program Supervisor (initial):</p>	<p>Date:</p>
<p>Supervising Practitioner (initial):</p>	<p>Date:</p>

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.	
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:

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:

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

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.	
5. Collaborates 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.	

Rating:	Explanation of Rating for Standard D- Promotes Equity:
----------------	---

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; 4=NA/Not Applicable.

Candidate's Name:	License:
Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

**Pre-service Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Standard E – Meets Professional Responsibilities	
Indicators	Evidence
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.	
--	--

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

**Pre-service Performance Assessment for Practicum/Practicum Equivalent
Professional Standards for Teachers: See 603 CMR 7.08**

Summary Decision for Pre-service Performance Assessment

To be completed and agreed upon by both the supervising practitioner and the program supervisor

Teacher candidate's *Pre-service Performance Assessment* in the practicum/practicum equivalent meets the Professional Standards for Teachers: Yes No

Candidate (sign):	MEPID: or License #:
Program Supervisor (sign):	Date:
Supervising Practitioner (sign):	Date:

Standard	Rating
Standard A- Plans Curriculum and Instruction	
Standard B- Delivers Effective Instruction	
Standard C- Manages Classroom Climate and Operation	
Standard D- Promotes Equity	
Standard E- Meets Professional Responsibilities	

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

Summary Assessment of Performance:

Appendix B - The Professional Standards for Teachers (PST) Evaluation Questions

Evaluation questions for the Professional Standards for Teachers are designed to support the professional judgment of the supervising practitioner and program supervisor. The following evaluation questions must be used with the Pre-service Performance Assessment Form by the program supervisor and supervising practitioner. Supervisors may elect to include additional evaluation questions where appropriate.

Standard A: Plans Curriculum and Instruction

- 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.**

Evaluation Questions:

- Does documentation show evidence of activities planned as lessons in sequential units of study? (For example, is the structure of each lesson and unit clear? Is there a focus and logic to each lesson, and are the connections within the lessons and the transitions between lessons appropriate?)
- Are specific standards in the curriculum framework noted with page number and date of publication?
- Is there an explanation of why these content standards and units of study are being taught?

- 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.**

Evaluation Questions:

- Does documentation note what assessments have been used and how their results guided planning?
- Does the planned pedagogy include a rationale grounded in research and common sense?
- Does the candidate choose teaching strategies that are appropriate for the content, grade level, and range of students being taught?
- Are the learning activities described and do they provide suitable challenges for academically advanced as well as for those whose work is below grade level?
- Is there an explanation of how knowledge of human development and learning guided planning?

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

Evaluation Questions:

- Does documentation describe the reading and other resources being planned and explain which will suitably challenge students at each level: below grade level, learning disabled, English language learners, at grade level, and academically advanced?
- Is there an explanation of the different writing activities selected for these different groups of students?

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

Evaluation Questions:

- Does documentation list skills, concepts, and vocabulary needed for the topic being studied and for the different groups of students in the class?

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

Evaluation Questions:

- Does documentation show the objectives for each planned lesson?
- Does it describe the measurable outcomes expected?
- Is there an explanation of how the expected outcomes will be measured?
- Do the homework, learning activities, and assessments reflect the objectives described?
- Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?

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

Evaluation Question:

- Are resources identified that may be provided by colleagues, student families, or the community?
- Does the candidate explain how the resources are going to be used and why?

7. Incorporates appropriate technology and media in lesson planning.

Evaluation Questions:

- Are the technology or media identified that will be used during the unit of study?
- How and why are technology and media used to achieve the objectives of the lesson?
- Are these uses appropriate for the discipline at the intended grade level?

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

Evaluation Questions:

- What information in the IEPs has been used to plan units of study?
- What strategies or materials are to be used to promote the learning of students with disabilities and why they are expected to be effective for these students in this discipline?

9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

Evaluation Questions:

- Does the candidate employ WIDA ELD standards instructional tools and other relevant data about English language proficiency (for example, ACCESS scores) when planning lessons to help ELLs at different proficiency levels meet the MA standards and develop academic language for all disciplines?
- Does the lesson plan have language objectives that consider all levels of language proficiency?

- Does the candidate employ appropriate support, materials and strategies to make standards accessible and promote language learning?
- Do lesson and unit activities, assignments, and assessments align with identified language and content objectives – where applicable?

Standard B: Delivers Effective Instruction

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

a. Makes learning objectives clear to the student.

Evaluation Questions:

- How are learning objectives communicated to the student?
- Are the transitions from the beginning of the lesson to the body of the lesson smooth, and clear?

b. Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.

Evaluation Questions:

- Does the candidate communicate clearly in writing and speaking?
- Does the candidate utilize visual and contextual aids to make instruction comprehensible to ELLs at different proficiency levels?
- Does the candidate modulate his or her use of language to make instruction comprehensible, but also promote language development of students at different proficiency levels?

c. Uses engaging ways to begin a new unit of study or lesson.

Evaluation Questions:

- What types of opening activities are used and what are the purposes (i.e., to stimulate prior knowledge, to frame the lesson, or to motivate students)?

d. Builds on students' prior knowledge and experience.

Evaluation Questions:

- Does the candidate build on students' prior knowledge and experience?

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.

Evaluation Questions:

- Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?
- Are materials provided for practice?
- Are decodable texts used for practicing phonics lessons?
- Are reading materials suitably challenging for students with different learning paces?

- Are provisions made to develop automaticity and fluency?

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 (among others).

Evaluation Questions:

- Does candidate indicate two or more teaching techniques that address the range of student skills?
- Are the teaching techniques appropriate for the objectives of the lesson and for the different groups of students?

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

Evaluation Questions:

- See license-specific evaluation questions. (Appendix C)

d. Employs a variety of reading and writing strategies for addressing the learning objectives.

Evaluation Questions:

- Are reading and writing activities included in the body of the lesson and /or in the homework?
- Are students asked to describe, explain and justify their ideas?

e. Uses questioning to stimulate thinking and encourages all students to respond.

Evaluation Questions:

- Does the candidate use probing questions to help students understand concepts?
- Does the candidate address questions to all students to encourage participation?

f. Uses instructional technology appropriately.

Evaluation Questions:

- Is the candidate knowledgeable in the use of technology?
- Is there a smooth transition to and from technology use?
- Do all students have access to the technology and are they given sufficient instruction in its use?
- Is technology used as a tool to develop and reinforce knowledge and skills?

g. Uses effective strategies and techniques for making content accessible for English language learners.

Evaluation Questions:

- Does the candidate use proven research-based strategies and techniques to adapt or modify grade level content material in ways that make it more comprehensible for students at different proficiency levels while maintaining appropriate rigor?
- Does the candidate emphasize academic and content related language and give students frequent opportunities to English in relevant academic contexts?

- Does the candidate’s speech model proper English usage when working with English language learners despite modifications to make instruction more comprehensible?
- h. Demonstrates knowledge of 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.**

Evaluation Questions:

- Does the candidate provide explicit instruction in both social and academic language, along with opportunities to practice both types of language and receive feedback on improvement?
- Does the candidate choose and implement assessments appropriate for students’ proficiency level?
- Does the candidate design appropriate tasks, supports and scaffolding in response to the needs and proficiency levels of ELL students?

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

a. Assigns homework or practice that furthers student learning and checks it.

Evaluation Questions:

- Does the candidate provide evidence of differential homework assignments or practice that further the learning of students who are academically advanced as well as students whose work is at or below grade level?
- Are several examples of assignments included and a rationale provided for them?
- Are classroom sets of examples of student homework provided?
- How is student homework evaluated?

b. Provides regular and frequent feedback to students on their progress.

Evaluation Questions:

- Does the candidate aptly summarize what students have been expected to learn at the end of the lesson (or ask students to do so)?

c. Provides many and varied opportunities for students to achieve competence.

Evaluation Questions:

- Does the candidate guide students to an adequate or useful conclusion to the lesson?
- Does the candidate provide examples of how student work is evaluated and how that evaluation is communicated to students?

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.

Evaluation Questions:

- Has the candidate provided examples of tests written by her/him?

- Are formal tests provided by the district identified?
- Are examples of student response papers for teacher tests provided?
- Have alternate forms of assessment (portfolios, projects, etc.) been used and copies provided?

b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.

Evaluation Questions:

- Are report cards or grades given for student learning provided?

Standard C: Manages Classroom Climate and Operation

1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

Evaluation Questions:

- Does the candidate use strategies to create environments that reduce the environmental “affective filter?”
- Does the candidate have appropriate linguistic expectations for students based on their English language proficiency level, as evidenced by lesson planning and delivery?
- Does the candidate utilize flexible grouping strategies (homogeneous, heterogeneous groups, etc.) to promote a classroom culture of inclusion?
- Does the candidate demonstrate the ability to recognize when classroom management issues stem from cultural issues and address them appropriately?

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

Evaluation Questions:

- Has the candidate created a physical environment appropriate to the range of learning activities?
- How has candidate created an environment that is conducive to learning? (For example, does the candidate establish a positive atmosphere where students are encouraged to participate?)
- Does the candidate have good rapport with the students? Is the candidate patient with students?)

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

Evaluation Questions:

- Has the candidate maintained appropriate standards of behavior, mutual respect, and safety? (For example, does the candidate communicate rules and procedures for classroom behavior to the students? Is the candidate alert to student behavior at all times? Does the candidate stop inappropriate behavior promptly and consistently? Does the candidate treat the students with respect and is that respect returned?)

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

Evaluation Questions:

- Does the candidate manage classroom routines and procedures without loss of significant instructional time? (For example, does the candidate use appropriate time periods for checking homework, for the body of the lesson, etc.? Are the materials needed for activities ready for distribution and is the candidate organized in transitioning between activities?)

Standard D: Promotes Equity

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

Evaluation Questions:

- Does the candidate pay as much attention to students who are academically advanced as to those whose work is at or below grade level?

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

Evaluation Questions:

- Does the candidate provide opportunities for students to receive extra help outside of class time?
- Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?

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.

Evaluation Questions:

- Does student work reflect adjustments made? For example, what did the candidate do for students who may require additional foundational knowledge or skills; or for students who have advanced knowledge or skills?

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.

Evaluation Questions:

- Has the candidate explained what adjustments have been made for these purposes, and why?
- Does the candidate address all students as unique individuals and as Americans or potential Americans?
- Does the candidate avoid identifying students as “representatives” of particular racial, ethnic, or gender groups?
- Does the candidate help students to see themselves and each other as American citizens? Does candidate give special writing assignments, lessons on national symbols, songs, phrases, and Pledge of Allegiance, or special civics lessons?

5. Collaborates 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.

Evaluation Questions:

- Does the candidate serve as a cultural mediator to help bridge cultural differences and promote student success?
- Can the candidate demonstrate that he or she has communicated with students' parents and families to gather information for lesson planning and assessment?
- Does the candidate regularly communicate with parents about students' academic progress and English language development, as well as strategies for supporting students at home?
- Does the candidate design activities and assignments that draw on cultural and linguistic "funds of knowledge" of students' family and culture?
- Does the candidate explicitly make connections between students' native language and English during instruction, when possible?

Standard E: Meets Professional Responsibilities

1. Understands his or her legal and moral responsibilities.

Evaluation Questions:

- Does the candidate behave in a professional manner (including punctuality, confidentiality, and carrying out all job-related responsibilities)?

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

Evaluation Questions:

- Is the candidate enthusiastic about his/her academic discipline during interactions with 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.

Evaluation Questions:

- Does the candidate take advantage of professional development opportunities provided by the school during his/her teaching there?

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

Evaluation Questions:

- Does the candidate confer with his/her supervising practitioner and other colleagues (including other student teachers) about improving his/her practice?

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

Evaluation Questions:

- Does the candidate participate in conferences with parents (under the guidance of the supervising practitioner) when appropriate?

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.

Evaluation Questions:

- Does the candidate provide evidence (e.g., a journal) of reflecting upon his/her practice?

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

Evaluation Questions:

- Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?

Appendix C - License-Specific Evaluation Questions

The license-specific evaluation questions are designed to support the professional judgment of the supervising practitioner and program supervisor. Although the questions may not apply to all fields or to all candidates within a field, they will guide assessors in conducting a thorough review of the practicum/practicum equivalent.

Specific evaluation questions for each license for “Delivers Effective Instruction Standard” (b)2c are aligned with subject matter knowledge.

Business (5-8)(8-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of the principles and concepts related to theories of business management, macroeconomics, microeconomics, marketing and accounting?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of the particular subject matter of the business concept that is the focus of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use or refer to contemporary primary or secondary sources to supplement the text?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of current technology used in business and information systems?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to demonstrate an interdisciplinary/integrated approach to teaching business concepts, including entrepreneurship and human resource management?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate the ability to discuss relevant current issues openly without inhibiting students' views? Does the candidate encourage students to offer viewpoints that may differ from or conflict with those of the candidate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate introduce appropriate mathematical concepts into the learning situation?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an understanding of business law and other legal issues affecting business?

Dance (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of dance technique and choreography for the particular dance form that is the focus of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards or skills in the Arts Curriculum Framework in developing the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use knowledge of music and other accompaniments effectively when conducting the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate background knowledge of the particular dance form that is the focus of the lesson, its historical period in dance, and well-known dancers and choreographers associated with this form, when conducting the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of critical responses to that particular form of dance when conducting the lesson?

Early Childhood Teacher of Students With and Without Disabilities (PreK-2)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated adequate knowledge of the subject matter of early childhood education i.e., early literacy, children’s literacy and the language arts, mathematics, science, social studies, and health and physical education to plan and implement learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated an adequate knowledge of child development to plan and implement developmentally appropriate learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated the ability to assess children's knowledge in the subject areas detailed in question 1, and an ability to assess the children's level of development in order to use the information to plan appropriate learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated the ability to use a variety of approaches, i.e., teacher-led, child centered, play-based, inquiry based, and constructivist based, to plan and implement learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide opportunities for students to develop and practice processes of comprehension that gradually increase complexity particularly in the areas of reading, language arts, science and mathematics?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to demonstrate connections across curricula through the use of thematic lesson plans or other methods integrating subject matter content?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of Individualized Family Service Plans (IFSPs) as well as IEPs when delivering content instruction?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to identify bias in curricula materials and make appropriate choices and/or provide solutions for problematic material?

Elementary (1-6)

Standard (b)2c

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

Evidence Found Evidence Not Found

License-Specific Evaluation Questions

<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated proficiency in developing learning units drawing on the content and grade level standards contained in the Massachusetts Curriculum Frameworks in English/Language Arts, History/Social Science, Science and Technology, Health, Mathematics and the Arts?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate demonstrated knowledge of child development (early childhood through preadolescence) to plan appropriate learning experiences?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use research-based strategies to shelter the content for students and promote academic language development, differentiating for students at different stages of English language acquisition?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use information contained in IEPs to effectively plan and assess learning experiences for students with special needs integrated into the general education classroom?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to help students see connections across the curricula by integrating subject matter in lesson planning and instruction?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the basic principles and concepts related to elementary mathematics?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of history and social science including major developments and figures in US, Massachusetts and world history, basic economic and geographic principles and concepts and US political principles?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of science and technology/engineering including the life sciences, physical sciences and major scientific and technological discoveries and principles and procedures of scientific inquiry?

English (5-8)(8-12)

Standard (b)2c

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

Evidence Found

Evidence Not Found

License-Specific Evaluation Questions

Does the candidate demonstrate an adequate knowledge of the literary work, its genre, literary period, and author when conducting a lesson on a particular work?

Does the candidate use or refer to historically contemporary primary sources to shed light on the historical or social context for a particular work in the course of the lesson?

Does the candidate ensure that students understand the differences between a literary work and an expository or persuasive work?

Does the candidate ensure that students have determined the meaning of what an author has written before encouraging them to interpret or evaluate it?

Does the candidate require students to provide adequate evidence from a text to support their interpretations or judgments?

Does the candidate help students understand the uses of the imagination and the limitations of using personal experience to understand a literary work?

Has the candidate referred to appropriate learning standards and skills in the English Language Arts Curriculum Framework in developing a lesson on a literary work?

Does the candidate use the English language effectively in speaking and/or writing during the lesson?

Does he or she demonstrate knowledge of the elements in the writing process when conducting a composition lesson?

Does the candidate clarify the differences between the elements of expository writing and the elements of literary writing when conducting a composition lesson?

Does the candidate make useful responses to student drafts that help students improve their next draft?

English as a Second Language (PreK-6)(5-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the structure, components, and nature of the English language system?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the factors affecting second language acquisition, especially the role of first language literacy and other critical factors, when organizing and managing instruction?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate create opportunities for ELLs to use academic language associated with each subject or content area in ways that are appropriate for their level of English language proficiency?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate plan instruction based on appropriate learning standards and skills in the WIDA English Language Development Standards and the Massachusetts Curriculum Frameworks?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate promote language development in all four language domains (listening, speaking, reading and writing) as evidenced in lesson plan and unit development?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of research-based strategies and tools for sheltering content instruction to maximize English language acquisition (i.e., WIDA's Strand of Model Performance Indicators (MPI), CAN DO Descriptors, Performance Definitions, comprehensible input, flexible grouping, etc.)?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate plan and implement lessons on topics and academic language appropriate for the grade level and proficiency level of the students?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing reading skills and reading comprehension of English for English language learners?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing oral language and listening skills of English for English language learners?

Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing writing skills of English for English language learners?

Does the candidate plan and use a variety of assessment strategies aligned with language and content objectives to regularly assess English language acquisition and comprehension?

Does the candidate apply understanding of the role of culture and other socio-economic, socio-emotional factors in lesson planning, instructional delivery, and classroom management?

Does the candidate apply understanding of formal and informal English language assessment procedures and instruments for English language learners when planning and delivering instruction?

Does the candidate apply understanding of the differences between diverse English language learner groups (long term ELLs, ELLs with disabilities, newcomer ELLs, students with interrupted formal education, etc.) when planning and delivering instruction?

Foreign Languages (PreK-6)(5-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the target language when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use or refer to primary sources from the country in which the target language is used, in addition to the textbook, in the course of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards and skills in the Foreign Language Curriculum Framework in developing a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use the target language effectively in speaking and/or writing during the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of stages in second language acquisition when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she demonstrate adequate knowledge of the culture, history, geography or literature of a country in which the target language is used when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate plan and give lessons on the literary and other artistic works taught in the K-12 curriculum of the country in which the target language is used?

Health/Family and Consumer Sciences (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an interdisciplinary/ integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate utilize up to date technology in planning and instruction?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate emphasize the importance of personal and community safety in planning lessons?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?

History (1-6)(5-8)(8-12)

Standard (b)2c

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

Evidence Found Evidence Not Found

License-Specific Evaluation Questions

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate demonstrate an adequate historical knowledge of the period, event, or individual under discussion when conducting a history lesson? Does he or she place the period, event, or individual in an appropriate historical context? Does he or she use maps or globes when relevant to the topic? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate explain how the individual, period, or event under discussion is related to the development of our political principles or institutions, when relevant? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate avoid presentism, that is, making moral judgments about past events, behaviors, or decisions that reflect contemporary moral views, not those of the time of the event, behavior, or decision? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate avoid presenting his or her own views on social or political issues as the correct ones and inhibiting a full range of student views? Does the candidate encourage students to offer views that may conflict with the candidate's views? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate place the topic of the lesson in an international context when relevant? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate use or refer to historically contemporary primary sources in addition to the textbook in the course of the lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework in developing a lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate refer regularly to maps and globes when conducting geography lessons? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate address theories and practices in economics and government appropriately into history lessons? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does he or she adequately address causes and consequences of events? |

Instructional Technology (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an understanding of the ethics and knowledge of the policies of technology use in the classroom? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate monitoring students' safe use of technology in the classroom? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide clear instruction in the basic technology skills? (E, M)
<input type="checkbox"/>	<input type="checkbox"/>	Can the candidate help students solve basic technology problems such as attaching peripherals correctly? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate help students figure out how to use a computer to do research, solve academic problems, communicate responsibly with other people at a level commensurate with students' development? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate him or herself model appropriate behavior and proficiency in the use of technology? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate encourage collaboration in the use of technology when appropriate? (A)
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate encourage and support students' appropriate use of technology in all subject areas, not just in the lab? (A)

E = Elementary; M= Middle, H= High School, A= All

Latin and Classical Humanities (5-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of Latin or Greek when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use or refer to historically contemporary primary sources in Latin or Greek in addition to the textbook in the course of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards in the Foreign Language Curriculum Framework in developing a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate explain connections between English words and Latin or Greek words appropriately during a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of stages in classical language acquisition when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she demonstrate adequate knowledge of the culture, history, geography, or literature of ancient Greece or Rome when conducting a lesson?

Mathematics (1-6)(5-8)(8-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate appropriately balance activities for developing conceptual and procedural learning activities to understand mathematics?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use multiple representations of concepts, verbally, pictorially and symbolically, such as: numerals or diagrams, algebraic expressions or graphics, or matrices that model a method for solving a system of equations to help students develop a deeper understanding?
<input type="checkbox"/>	<input type="checkbox"/>	Are manipulatives and concrete representations used when appropriate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate help students to learn alternate methods of solving mathematics problems?
<input type="checkbox"/>	<input type="checkbox"/>	Are students' mathematical misconceptions identified and addressed?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide a clear model of mathematical reasoning when helping students solve mathematics problems?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate know how to teach the standard algorithms for arithmetical operations and teach them to students?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to the state's grade level mathematics standards to prepare a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate's explanation of mathematical concepts accurate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide opportunities for students to use accurate mathematical language to talk and write about the mathematics?

Middle School Humanities (5-8)

Standard (b)2c

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

Evidence Found Evidence Not Found

License-Specific Evaluation Questions

History and Social Science

Does the candidate demonstrate an adequate historical knowledge of the period, event, or individual under discussion when conducting a history lesson? Does he or she place the period, event, or individual in an appropriate historical context? Does he or she use maps or globes when relevant to the topic?

Does the candidate explain how the individual, period, or event under discussion is related to the development of our political principles or institutions, when relevant?

Does the candidate avoid presentism, that is, making moral judgments about past events, behaviors, or decisions that reflect contemporary moral views, not those of the time of the event, behavior, or decision?

Does the candidate avoid presenting his or her own views on social or political issues as the correct ones and inhibiting a full range of student views? Does the candidate encourage students to offer views that may conflict with the candidate's views?

Does the candidate place the topic of the lesson in an international context when relevant?

Does the candidate use or refer to historically contemporary primary sources in addition to the textbook in the course of the lesson?

Integrated Humanities

Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework or learning standards in the English Language Arts Curriculum Framework in developing a lesson?

Does the candidate integrate knowledge of literature and history when conducting a lesson?

English Language Arts

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate demonstrate an adequate knowledge of the literary work, its genre, literary period, and author when conducting a lesson on a particular work? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate use or refer to historically contemporary primary sources to shed light on the historical or social context for a particular work in the course of the lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate ensure that students understand the differences between a literary work and an expository or persuasive work? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate ensure that students have determined the meaning of what an author has written before encouraging them to interpret or evaluate it? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate require students to provide adequate evidence from a text to support their interpretations or judgments? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate help students understand the uses of the imagination and the limitations of using personal experience to understand a literary work? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has the candidate addressed recommended authors or works in Appendix A (authors and works reflecting our literary and civic heritage) as well as in Appendix B (chiefly contemporary authors) in preparing lessons on literary works? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate use the English language effectively in speaking and/or writing during the lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does he or she demonstrate knowledge of the elements in the writing process when conducting a composition lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate clarify the differences between the elements of expository writing and the elements of literary writing when conducting a composition lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate make useful responses to student drafts that help students improve their next draft? |

Middle School: Mathematics/Science (5-8)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
General Science		
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate's explanation of scientific concepts accurate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate discuss the mathematical skills related to the particular science unit they are teaching?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate model scientific reasoning in demonstrating or teaching scientific units?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate address student's prior knowledge and misconceptions in science?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate model a variety of methods research, including laboratory techniques and use of computers?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments?
Mathematics		
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate appropriately balance activities for developing conceptual and procedural learning activities to understand mathematics?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use multiple representations of concepts, verbally, pictorially and symbolically, such as: numerals or diagrams, algebraic expressions or graphics, or matrices that model a method for solving a system of equations to help students develop a deeper understanding?

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Are manipulatives and concrete representations used when appropriate? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate help students to present alternate methods of solving mathematics problems? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are possible student mathematical misconceptions identified and addressed? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate provide a clear model of mathematical reasoning when helping students solve mathematics problems? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate know how to teach the standard algorithms for arithmetical operations and teach them to students? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate refer them to the state's grade level mathematics standards to prepare a lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the candidate's explanation of mathematical concepts accurate? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate provide student opportunities to use accurate mathematical language to talk and write about the mathematics? |

Reading Theory, Research and Practice

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | To teach a specific skill or concept, has the candidate selected appropriate instructional materials for students of differing reading abilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the candidate ensure that students have determined the meaning of the text or word problem before encouraging students to interpret, evaluate or solve it? |

Music: Vocal/Instrumental/General (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the particular music form that is the focus of the lesson, its historical period in music, and well-known musicians and composers associated with that form, when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of singing and/or instrumental technique required for the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use knowledge of music theory effectively when conducting the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of physical development and safety of children and adolescents when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she demonstrate knowledge of the critical responses to this music form when conducting a lesson?

Physical Education (PreK-8)(5-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the principles of health-related fitness and nutrition?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use knowledge of motor development (growth and development) when developing and modifying lessons?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the history and foundations of physical education/kinesiology (e.g., exercise physiology, biomechanics, psycho-social aspects of play and sport, history of physical education)?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of movement concepts, skill themes, and sports concepts?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of a range of appropriate play and sports for PreK-12 and the relevant motor skills?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of appropriate physical and safety limitations, legal standards, tort liability, first aid and Cardiac Pulmonary Resuscitation (CPR) when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of adaptations for students with disabilities?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards in the Comprehensive Health Curriculum Framework in developing a lesson?

Political Science/Political Philosophy (5-8)(8-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the political philosopher, theory, principle, procedure, or institution that is related to the topic of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she demonstrate adequate knowledge of the historical and international context for the political philosopher, theory, institution, or practice related to the topic of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use primary sources in political philosophy, in addition to the textbook, in the course of the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate concepts and skills as well as standards from the History and Social Science Curriculum Framework in developing a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer regularly to maps and globes when appropriate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the relevant aspects of history, economics, and geography in lessons on political philosophy and practice?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she adequately address the development and evolution of the political theories, principles, institutions, and practices underlying the U.S. Constitution and Bill of Rights?

Reading Specialist (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use lesson plans referring specifically to the Massachusetts English Language Arts standards and evidence-based practices and “scientifically-based” research?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate advanced knowledge of the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of a variety of intensive interventions when working with struggling readers?
<input type="checkbox"/>	<input type="checkbox"/>	Are the approaches used by the candidate during observations appropriate given the needs of the students?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use an intervention specific to the needs of English language learners when addressing these students?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use an intervention specific to students identified as in need of special education?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate selected reading instructional materials that are the most appropriate ones for students with specific reading instructional needs (e.g. decoding multi-syllabic words, summarizing informational text)?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate selected and implemented appropriate technology-based practices to teach specific skills during intensive interventions?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate explicit, direct instructional approaches as well as literature-embedded approaches to skills instruction?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate work on specific reading skills needed by students independently as well as through an integrated approach?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate link reading assessment data to appropriate curriculum materials and instruction for particular learners?
<input type="checkbox"/>	<input type="checkbox"/>	What evidence is there that the candidate can administer a wide range of assessments and use the data to make sound instructional decisions?

Science: Biology, Chemistry, Earth Science, General Science, & Physics (5-8)(8-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate's explanation of scientific concepts accurate?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate background knowledge of the scientific concepts and skills presented at the grade level?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards and skills in the Science and Technology/Engineering Framework in developing the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate discuss the mathematical skills related to the particular science unit they are teaching?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate practice and teach students safe laboratory practices as referred to in the Science and Technology Curriculum Framework Appendix V?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate model scientific reasoning in demonstrating or teaching scientific units?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate address student's prior knowledge and misconceptions in science?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate model a variety of methods research, including laboratory techniques and use of computers?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate encourage students to build essential scientific skills by conducting investigations and experiments?

Speech (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of the theories of rhetoric and its historical significance in classical, modern, and/or contemporary times?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of oratory, public argument, debate, oral interpretation, rules of evidence, persuasive techniques, or parliamentary procedure, including appropriate examples of each, when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of the impact of important orations on American and world history and use primary sources when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate adequate knowledge of how to organize, compose, and deliver a public speech, including strategies for managing fear?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of the anatomy of the vocal instrument, correct breathing and voice production techniques, and the physical development and safety of children and adolescents when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate well versed in the structure of oral English, Standard English usage, and appropriate speech in various situations?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate identify appropriate learning standards and skills in the Massachusetts Curriculum Frameworks when developing and conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate provide opportunities for students to achieve an effective speech style through the integration of language, vocal expression, and bodily action?

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

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate appropriately use 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate implement 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does 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?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate appropriately interpret the results of formal and informal assessments of students with moderate disabilities?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Teacher of Students with Severe Disabilities (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate an understanding of how the individual student's severe disability(ies) affects progress in learning the academic content in the general curriculum program that their non-disabled peers learn?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate appropriately use the information in the IEP of students with severe disabilities to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate implement the specially designed instruction as required in the IEP to help the students learn the academic content in the general curriculum program that non-disabled peers learn?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate show familiarity with the measurable annual goals and objectives/benchmarks in the IEP of students with severe disabilities and help these students achieve them?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily apply knowledge of the major dimensions of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the teaching of students with severe disabilities?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate's use of the augmentative communication, orthotic devices, medical technologies, and assistive technologies required in the students' IEP help the students learn the academic content in the general curriculum program that their non-disabled peers learn?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate's use of the behavioral intervention strategies that are identified in the students' IEP help the students make effective progress in the school?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate's use of behavioral intervention strategies required in the IEPs help maintain students with severe disabilities in the least restrictive learning environment?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate make the modifications to the classroom required in the students' IEPs?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate's modification to the classroom help the students learn the academic content in the general curriculum program?

Does the candidate appropriately interpret the results of formal and informal assessments of students with severe disabilities?

Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Teacher of the Deaf and Hard of Hearing (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate successfully demonstrate an understanding of the theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate advanced knowledge of the relationship between ASL and English and of the similarities and differences in the linguistic structure of ASL and English?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate advanced knowledge of the benefits and limitations of ASL, spoken English, and printed English for learning, and the instructional strategies for using them?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate knowledge of how deaf people live their daily lives and the structures of family support and services?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate knowledge of the similarities and differences between hearing and deaf and hard-of-hearing students in emotional, social and intellectual development?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate prepare deaf and hard-of-hearing students for success in classrooms ranging from general education classrooms to schools for the deaf and hard-of-hearing?
<input type="checkbox"/>	<input type="checkbox"/>	Has the candidate successfully demonstrated the ability to design and/or modify curriculum and instructional materials for students who are deaf and hard-of-hearing?
<input type="checkbox"/>	<input type="checkbox"/>	Is the candidate able to modify theories of reading for hearing children while teaching reading to children who are deaf and hard-of-hearing?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an understanding of the general and specific effects of hearing loss upon the production of speech and the reception of speech and other sounds?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate satisfactorily demonstrate an understanding of the general and specific effects of visual processing and reception of a visual language and its acquisition?

What evidence is there that the candidate has advanced knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results?

What evidence is there that the candidate has advanced knowledge of the characteristics of types of amplification equipment and their uses by teachers and students?

What evidence is there that the candidate has knowledge of the medical, social, ethical, and educational research relating to the deaf and hard-of-hearing, including the effects of cochlear implants on language learning?

Does the candidate demonstrate familiarity with state and federal law in special education while working with educators, families, and agency representatives?

Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the students' IEPs?

Does the candidate appropriately use the information in the IEP of the students who are deaf or hard-of-hearing to modify the academic content, methodology/delivery of instruction, and performance criteria (specially designed instruction) used in the general curriculum program?

Teacher of the Visually Impaired (All)

Standard (b)2c

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

Evidence Found Evidence Not Found

License-Specific Evaluation Questions

Does the candidate demonstrate advanced knowledge of the similarities and differences between students who are visually impaired and their non-impaired peers in emotional, social, physical, and intellectual development?

Does the candidate demonstrate an understanding of the anatomy and physiology of the eye and visual abnormalities?

What evidence is there that the candidate can use state-of-the-art diagnostic information when working with students that are visually impaired?

Does the candidate demonstrate the advanced knowledge of Grade II Braille and the Nemeth Code necessary to effectively instruct students?

Does the candidate's use of assistive technology, such as low-vision devices, help the students learn the academic content in the general curriculum program?

Does the candidate appropriately use the information in the IEP of the students with visual impairments to design or modify the curriculum and instructional materials used in the general curriculum program?

Does the candidate demonstrate the skills used to help prepare students who are visually impaired for success in classrooms ranging from general education classrooms to schools for the visually impaired?

Does the candidate satisfactorily demonstrate their understanding of how the individual student's visual impairment affects progress in learning the academic content in the general curriculum program?

Does the candidate show a familiarity with the measurable annual goals and objectives/benchmarks in the student's IEPs?

Does the candidate appropriately interpret the results of formal and informal academic assessments of students who are visually impaired?

Does the candidate demonstrate familiarity with state and federal law in special education while working with the supervising practitioner, students' families, and agency representatives?

Technology/Engineering (5-12)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge in the areas of communication, manufacturing, construction, power/energy and transportation when developing lesson plans for a given curriculum?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate show links to the Curriculum Frameworks in the development of lessons and/or unit plans?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate address and stress the safety issue which arise in the implementations of the lessons?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate plan for activities that are relevant to the age and maturation of the students?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate engage in strategies that take into account different learning styles, encourage the use of critical thinking and capitalizes on the ethnic diversity of the student population?

Theatre (All)

Standard (b)2c

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

Evidence Found	Evidence Not Found	License-Specific Evaluation Questions
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of the theater form that is the subject of the lesson, its historical period in theatre, and well-known actors, designers, playwrights, and directors associated with this form, when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate an adequate knowledge of acting, directing, scriptwriting, or design techniques during the lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate use knowledge of movement, visual arts, literature, and/ or music effectively when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does the candidate demonstrate knowledge of anatomy, physical development, and safety of children and adolescents when conducting a lesson?
<input type="checkbox"/>	<input type="checkbox"/>	Does he or she demonstrate knowledge of critical responses to this theatre form when conducting a lesson?

Visual Arts (PreK-8)(5-12)

Standard (b)2c

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

Evidence Found Evidence Not Found

License-Specific Evaluation Questions

Does the candidate demonstrate an adequate knowledge of the visual art form that is the subject of the lesson, the characteristics of its style, its historical period in visual arts, and well-known artists and cultural institutions associated with this form, when conducting a lesson?

Does the candidate demonstrate an adequate knowledge of the techniques used in painting, drawing, printmaking, photography, film, computer, or two-or three-dimensional design during the lesson?

Does the candidate refer to appropriate learning standards and skills in the Arts Curriculum Framework in developing a lesson?

Does the candidate use knowledge of materials effectively when conducting a lesson?

Does the candidate demonstrate knowledge of safety in the use of materials and tools when conducting a lesson?

Does he or she demonstrate knowledge of critical responses to this visual arts form when conducting a lesson?

Appendix D – Sources of Evidence

Multiple sources of evidence to assess a teacher candidate’s practicum performance may include, but is not limited to, the following:

- unit and/or lesson plans
- syllabi
- MA Curriculum Frameworks (current edition)
- assessments and/or assessment data
- portfolios (specify documents used as evidence)
- examples of students’ work
- reflective papers
- observable behaviors where appropriate
- behavior plans/ behavior data
- other sources of evidence appropriate to and accepted by the relevant discipline

All sources of evidence should be reasonably assessed. A key objective is reasonable uniformity in what constitutes evidence for each Standard for each license area across all Sponsoring Organizations and across all routes. Sponsoring Organizations may always add additional criteria and standards for their programs.

Appendix E - Assessment Records

The Pre-service Performance Assessment (PPA) for teachers and its associated forms—including the license-specific evaluation questions—are required elements in the implementation of all state-approved teacher preparation programs leading to the Initial license, including the teacher specialist licenses.

The Sponsoring Organization should maintain files of the completed Pre-service Performance Assessment Form for Teachers (along with license-specific questions documentation) as a permanent record of the candidate's performance during the practicum/practicum equivalent. It is suggested that candidate transcripts and related documentation be included in their file. Do not send copies to the Massachusetts Department of Elementary and Secondary Education.

Appendix F - Licenses

Regulations: 7.04(3). Licenses Issued. The following licenses will be issued and will be valid for employment at the grade levels indicated:

(a) Teacher Licenses and Levels

1. Biology	5-8; 8-12
2. Business	5-12
3. Chemistry	5-8; 8-12
4. Dance	All
5. Early Childhood: Teacher of Students With and Without Disabilities	PreK-2
6. Earth Science	5-8; 8-12
7. Elementary	1-6
8. English	5-8; 8-12
9. English as a Second Language (ESL)	PreK-6; 5-12
10. Foreign Language	PreK-6; 5-12
11. General Science	1-6; 5-8
12. Health/Family and Consumer Sciences	All
13. History	1-6; 5-8; 8-12
14. Instructional Technology	All
15. Latin and Classical Humanities	5-12
16. Library	All
17. Mathematics	1-6; 5-8; 8-12
18. Middle School: Humanities	5-8
19. Middle School: Mathematics/Science	5-8
20. Music: Vocal/Instrumental/General	All
21. Physical Education	PreK-8; 5-12
22. Physics	5-8; 8-12
23. Political Science/Political Philosophy	5-8; 8-12
24. Speech	All
25. Teacher of Students with Moderate Disabilities	PreK-8; 5-12
26. Teacher of Students with Severe Disabilities	All
27. Teacher of the Deaf and Hard-of-Hearing	All
28. Teacher of the Visually Impaired	All
29. Technology/Engineering	5-12
30. Theater	All
31. Visual Art	PreK-8; 5-12

(b) Specialist Teacher Licenses and Levels

1. Academically Advanced	PreK-8
2. Reading	All
3. Speech, Language, and Hearing Disorders	All

(c) Administrator Licenses and Levels

1. Superintendent/Assistant Superintendent	All
2. School Principal/Assistant School Principal	PreK-6; 5-8; 9-12
3. Supervisor/Director	Dependent on Prerequisite License
4. Special Education Administrator	All
5. School Business Administrator	All

(d) Professional Support Personnel Licenses and Levels

1. School Guidance Counselor	PreK-8; 5-12
2. School Nurse	All
3. School Psychologist	All
4. School Social Worker/School Adjustment Counselor	All

Appendix G - Practicum Requirements

Regulations: 7.04(4). Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrative Leadership.

All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours. All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, or a school that requires Massachusetts educator licensure.

Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)	300 hours
Teacher, Grades 1-6	300 hours
Teacher, Grades 5-8	300 hours
Teacher, Grades 8-12	300 hours
Teacher, Grades PreK-6 or PreK-8	300 hours
Teacher, Grades 5-12	300 hours
Teacher, All (150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12)	300 hours
Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities)*	*300 hours
Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting)	300 hours
Specialist (unless otherwise indicated)	150 hours

Appendix H - Definitions

Regulations: 7.02. The following terms, referenced in these Guidelines, shall have the following meanings (complete list of definitions available in 7.02):

Approved Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure in the Commonwealth of Massachusetts.

Board: The Massachusetts Board of Elementary and Secondary Education.

Commissioner: The Commissioner of Elementary and Secondary Education or his or her designee.

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Department: The Massachusetts Department of Elementary and Secondary Education.

Endorse: The action taken by a sponsoring organization when a program completer has completed all of the approved program requirements, regardless of whether or not the individual has taken or passed the Massachusetts Tests for Educator Licensure.

Field: The subject, population, or professional role specified in the title of a license issued by the Department.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall include experiences that cover the full academic year.

Full Academic Year: The time period between the opening of a school at the beginning of the official school year and the closing of the school at the end of the official school year.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

Internship: A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

Level: The range of grades within which a given license is valid.

License: Any credential issued to an educator under 603 CMR 7.00. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

Performance Assessment for Initial License: Assessment of educator performance for Initial licensure using Department guidelines.

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M. G. L. c. 71 § 38G.

Pre-practicum: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Sponsoring Organization: Institution of Higher Education or Alternative Preparation organization that provides, or seeks to provide, approved preparation programs.

Subject Matter Knowledge Requirements: Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Teacher: Any person employed in a school or school district under a license listed in 603 CMR 7.04 (3) (a).