

Preservice Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: See *603 CMR 7.08*



School of Education

# **Secondary Education Program**

## **Practicum Guide**

For Teacher Candidates

(& Supervising Practitioners and BU Program  
Supervisors)

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# Boston University School of Education

## Mission

The School of Education is a diverse, scholarly community engaged in transforming lives through teaching, learning, and service. We prepare professionals to lead in education, to practice civic responsibility, and to exemplify intellectual curiosity. We conduct research and scholarship that advances knowledge and refines practice. We collaborate with local and global partners to forge more caring, just, and sustainable societies.

## Motto

Be prepared to change lives.

## History

From its founding in 1918, the Boston University School of Education has been committed to both the preparation of educators and the advancement of research and scholarship. Our graduate programs reflect this dual commitment. We offer programs leading to initial licensure as a teacher, counselor, or administrator, as well as programs of advanced studies for practitioners and scholars. This dual commitment is also reflected in our faculty, who combine practical classroom expertise and scholarly attainments. We see these two aspects of our work as a natural and necessary combination: either would be diminished by the absence of the other. The scholarly work deepens and enriches the preparation of educators; and the preparation of educators tethers scholarship to the realities of practice.

The School of Education is a small school within a large university. As a small school—about 400 undergraduates and 500 graduate pre-service teachers—we sustain a strong sense of community. Pre-service teachers and faculty get to know one another, and we all take an interest in one another's well-being. But we also have available to us the resources of a major university: libraries, laboratories, lectures, concerts, and an abundance of courses and faculty in a wide range of academic disciplines and professional fields. And we are situated in the heart of one of the world's great cities,

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with a rich history and a wealth of cultural institutions: the Boston Public Library, the Museum of Fine Arts, the Science Museum, the Boston Symphony Orchestra, as well as theatre, dance, opera, film, and, of course, the Red Sox two blocks away!

The connection of theory and practice is a defining characteristic of the School of Education and of Boston University. Perhaps no other university in America has a stronger and more enduring involvement in education at all levels. For more than fifteen years, Boston University managed an entire urban school district under a contract with the School Committee of Chelsea, Massachusetts. Boston University also has had a long-standing involvement with the Boston Public Schools. Over the past quarter century, faculty from the School of Education and other parts of the University have worked with Boston teachers and administrators to strengthen curriculum and instruction in a number of Boston schools with special partnerships at English High School, Boston Green Academy and the Trotter Elementary School.

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# Secondary Education Practicum Directors

### **English Education— Madora Soutter**

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Alejandra Salinas is an assistant professor of mathematics education where she teaches both undergraduate and graduate-level courses in mathematics content and methods. She is also the Practicum Director for the Mathematics Education program. Her broad research interest is the improvement of teacher quality in mathematics. Currently, she is working on developing a framework to define worthwhile Equitable Mathematics Pedagogy Tasks. She can be reached at [salinas@bu.edu](mailto:salinas@bu.edu) or (617) 353-9166.

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### **Social Studies Education— Stephan Ellenwood**

Stephan Ellenwood is an associate professor of education at Boston University where his research focuses on character development, service-learning, and international education. He previously served as a social studies teacher and as the chair of the School of Education's Curriculum & Teaching department. He can be reached at [ellenwoo@bu.edu](mailto:ellenwoo@bu.edu) or (617) 353-3238.

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# Practicum Experience

## Acronyms

For convenience, the following acronyms will be used in tables throughout this document: teacher candidate (TC), Supervising Practitioner (SP) and Boston University program supervisor (BU-PS). It is often the case that a teacher candidate will have multiple Supervising Practitioners, but we use the singular (SP) to refer to these Supervising Practitioners for convenience.

## Companion Website

As explained in greater detail below, the Massachusetts DESE has recently shifted to a new system of evaluating Teacher Candidates referred to as the Candidate Assessment of Performance (CAP). Boston University's Secondary Education Program has developed an on-line resource to guide Teacher Candidates, Supervising Practitioners, and BU's Program Supervisors through the new CAP system. That resource guide can be found at <http://sites.bu.edu/secondarycap>. The on-line resource is intended to serve as a companion to this practicum guide.

## Dates

The practicum experience occurs for the duration of Boston University's fall semester (approximately September – mid-December) or spring semester (approximately mid-January through early May). Any alterations to the practicum schedule should be discussed with the teacher candidate, Supervising Practitioner and program faculty.

## Hours

For the duration of the practicum, Teacher Candidates will be at the school site five days a week for the entire school day (excluding illness, emergencies, or the occasional job interview). Teacher Candidates will have course responsibilities at Boston University approximately two afternoons per week, but they are expected to be available after school

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on other days of the week to meet with their Supervising Practitioner or secondary students, as necessary.

The Teacher Candidate will spend 350 hours at the school site over the course of the student-teaching practicum. Of that amount, the Teacher Candidate must assume full responsibility of the classroom for 100-150 hours. Full responsibility entails the Teacher Candidate assuming “full control of all classroom duties regularly fulfilled by the Supervising Practitioner; and overseeing responsibilities related to the education of all students on the classroom roster” (MA DESE 2016). Teacher Candidates are expected to spend five full school days each week at their school site for the full semester regardless of the point at which the required practicum hours are completed, with necessary modifications for particular circumstances and school calendars.

### Overview

Over the course of the practicum, the Teacher Candidate will be involved in teaching **three** of the Supervising Practitioner’s classes (see footnote below for an exception).<sup>1</sup> There are two different models of involvement in these classes: ramping up vs. co-teaching. We believe that both types of practicum experiences have significant value for the Teacher Candidate, and so we leave it to the Supervising Practitioner, Teacher Candidate, and department head to determine which model is better suited to the particular school context. More information about each of these models is presented below.

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<sup>1</sup> Teacher Candidates in the English Education program will be involved in teaching **two** of the Supervising Practitioners classes. Additionally, these Teacher Candidates take on a third responsibility within the school. This third responsibility may involve teaching a third class, taking over a study hall, or coaching a sports team to name a few examples. The goal is for this third responsibility to be a useful learning experience for the Teacher Candidate and a useful endeavor for the school site. This third responsibility is typically decided upon collaboratively by the Supervising Practitioner, Teacher Candidate and school department head a few weeks into the practicum experience.

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### ***Candidate Assessment of Performance (CAP)***

In September of 2016, the Massachusetts Department of Elementary and Secondary Education (DESE) shifted to a system of licensing Teacher Candidates entitled the Candidate Assessment of Performance (CAP). CAP is closely modeled upon the Massachusetts Teacher Evaluation system for in-service teachers and replaces the “Pre-Service Performance Assessment” (PPA) system.

In order to facilitate the shift to this new CAP system, Boston University’s Secondary Education Program has developed an on-line resource that outlines the responsibilities of the Teacher Candidate, Supervising Practitioner, and BU Program Supervisor at each step of the CAP process. The site also provides easy access to the paperwork required for each of these steps and offers an overview of the key differences between CAP and PPA. The site can be found at <http://sites.bu.edu/secondarycap>

### ***Ramping Up***

In this traditional student-teaching model, the Teacher Candidate gradually assumes responsibility for the Supervising Practitioner’s designated courses. The metaphor of a “ramp” is an appropriate one to use as a guideline for Teacher Candidates and Supervising Practitioners in working within this model. Typically, Teacher Candidates spend the first 1-2 weeks of their practicum assisting their Supervising Practitioner (orientation); they begin co-teaching (assuming partial responsibility) during week 3; assume primary responsibility for one of their Supervising Practitioner’s classes during week 4; and then assume primary responsibility for additional courses (maximum responsibility) during week 6. Within this model, the Teacher Candidate serves as the lead teacher of the Supervising Practitioner’s classes for the final 5-8 weeks of the practicum experience. A more detailed “ramping up” guide is offered below, though it is intended as a guide rather than a blueprint.

### ***Co-Teaching***

As noted above, the typical trajectory for Teacher Candidates has been a gradual assumption of responsibility for the Supervising Practitioner's courses. However, as co-teaching becomes increasingly prevalent in public secondary schools, another appropriate student-teaching model is one that involves extensive co-teaching and co-planning

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throughout the semester rather than the more traditional trajectory described above. In this model, Teacher Candidates will, from Day 1, co-teach lessons alongside their mentor; solo-teach portions of lessons; solo-teach entire lessons; and observe the Supervising Practitioner solo-teach entire or portions of lessons. Notably, within this model, there is no official point at which the Teacher Candidate has “taken over” and the Supervising Practitioner has officially “stepped back.” Rather, the Supervising Practitioner and Teacher Candidate are collaborating in different permutations from the first day of the practicum through to its conclusion. Teacher Candidate and Supervising Practitioner pairs that are interested in a co-teaching model should communicate that interest to their BU program director or practicum director prior to the start of the student-teaching experience.

### ***Curriculum Development***

In both the ‘ramping up’ and ‘co-teaching’ models, the Supervising Practitioner will naturally share his or her curriculum materials with the Teacher Candidate. The Secondary Education program endorses the practice of Teacher Candidates having the opportunity to draw upon existing (and effective) curriculum and activities as well as to design and assemble original curriculum materials (or materials drawn from sources beyond the Supervising Practitioner). Opportunities to both utilize existing curriculum materials and Teacher Candidate-designed materials should be present in both the ‘ramping up’ and ‘co-teaching’ models.

### ***Other Responsibilities and Expectations***

Teacher Candidates are expected to participate in the life of the school community by tutoring students, attending school events, and assisting with extracurricular activities. Furthermore, Teacher Candidates are expected to attend parent-teacher meetings and encouraged to participate in IEP meetings, as appropriate.

Teacher Candidates are expected to complete any background clearances (e.g. CORI forms) required by their school site prior to the start of their field experience.

Teacher Candidates are expected to maintain a record of their “contact hours” over the course of the practicum and to collect and document evidence for their formative assessment of the DESE CAP forms prior to their midpoint three-way meeting and

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collect and document evidence for their summative assessment prior to their final three-way meeting with their Supervising Practitioner and program supervisor.

### Disability Accommodations

Teacher candidates with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities.

### Recommended “Ramping Up” Pacing Guide

#### Phase I—Orientation (Weeks 1-2)

Teacher Candidate	Supervising Practitioner
<ol style="list-style-type: none"><li>1. Becomes familiar with rules, regulations, procedures, and curriculum guides</li><li>2. Becomes acquainted with and learn names of students</li><li>3. Observes instruction of Supervising Practitioner</li><li>4. Participates in classroom routines</li><li>5. Help individual students and small groups during and outside of class sessions</li><li>6. Begins recording contact hours and becomes familiar with the CAP form and documentation</li></ol>	<ol style="list-style-type: none"><li>1. Involves Teacher Candidate in planning and conducting class</li><li>2. Involves Teacher Candidate in observations, routine, procedures, preparation of materials and interactions with students</li><li>3. Oversees Teacher Candidate’s contact hours sheet</li><li>4. Attends initial meeting with Teacher Candidate and BU Program Supervisor and schedules future meetings</li><li>5. Identifies measure of student learning for duration of practicum</li></ol>

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<ol style="list-style-type: none"> <li>7. Attends initial meeting with Supervising Practitioner &amp; BU Program Supervisor</li>   <li>8. Sets up first three-way meeting.</li>   <li>9. Begins collecting evidence for the CAP form (Self-Assessment and Goal Setting &amp; Development Plan) and continues recording contact hours</li> </ol>	
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**Phase II—Partial Responsibility (Week 3)**

Teacher Candidate	Supervising Practitioner
<ol style="list-style-type: none"> <li>1. Works with whole groups and small groups</li>   <li>2. Teaches increasingly larger portions of lessons</li>   <li>3. Assumes gradually increasing responsibilities for lesson planning and assessing</li>   <li>4. Continue collecting evidence for the CAP Rubric form and continues recording contact hours</li>   <li>5. Completes CAP Self-Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Plans cooperatively with the Teacher Candidate to execute instruction</li>   <li>2. Continually assesses (and provides feedback to) Teacher Candidate on his/her competence in instruction and management</li>   <li>3. Models a variety of instructional techniques for Teacher Candidate</li>   <li>4. Oversees Teacher Candidate’s contact hours sheet</li> </ol>

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**Phase III— Full Responsibility for One Class (Week 4)**

Teacher Candidate	Supervising Practitioner
<ol style="list-style-type: none"> <li>1. Assumes primary responsibility for planning, preparing materials, instructing, and assessing student progress for one assigned class.</li> <li>2. Continues collecting evidence for the CAP Rubric form and recording contact hours</li> <li>3. Participates in three-way meeting #1</li> <li>4. Sets up mid-point three-way meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Examines, critiques, and provides approval of Teacher Candidate’s lesson plans</li> <li>2. Observes and assesses Teacher Candidate’s lessons and provides appropriate feedback several times a week</li> <li>3. Participates in three-way meeting #1</li> <li>4. Conducts “unannounced observation #1”</li> <li>5. Oversees Teacher Candidate’s contact hours sheet</li> </ol>

**Phase IV— Maximum Responsibility (Week 6-11)**

Teacher Candidate	Supervising Practitioner
<ol style="list-style-type: none"> <li>1. Assumes primary responsibility for planning, preparing materials, instructing, and assessing student progress for all assigned classes</li> <li>2. Continues collecting evidence for the CAP Rubric form and recording contact hours</li> </ol>	<ol style="list-style-type: none"> <li>1. Examines, critiques, and provides approval of Teacher Candidate’s lesson plans</li> <li>2. Observes and assesses Teacher Candidate’s lessons and provides appropriate feedback several times a week</li> </ol>

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<p>3. Participates in three-way meeting #2</p>	<p>3. Conducts formal observation with the BU Program Supervisor while the Teacher Candidate assumes full responsibility of his/her classroom.</p> <p>4. Oversees Teacher Candidate’s contact hours sheet</p> <p>5. Administers student feedback surveys to secondary students</p> <p>6. Participates in three-way meeting #2</p> <p>7. Conducts “unannounced observation #2”</p>
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**Phase V—Transfer of Responsibility Back to Supervising Practitioner (Week 12)**

<b>Teacher candidate</b>	<b>Supervising practitioner</b>
<p>1. Completes record keeping evaluation for portion of curriculum taught</p> <p>2. Returns all materials to Supervising Practitioner</p> <p>3. Completes licensure paperwork with BU Program Supervisor and Supervising Practitioner for three-way meeting #3</p>	<p>1. Identifies appropriate transition point for transfer of responsibility</p> <p>2. Assists in Teacher Candidate’s establishment of closure with Teacher Candidate</p> <p>3. Completes licensure paperwork with BU Program Supervisor for three-way meeting #3</p>

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### **Teacher Candidate Responsibilities**

#### **Prior to Practicum**

- Submit resume to Secondary Education program director
- Travel to potential school site to interview with Supervising Practitioner and department chair
- Complete required criminal background checks and fingerprinting procedures
- Make visits to school site during the preceding semester in order to gain greater familiarity with school site, Supervising Practitioner, and community
- Engage in reflection around pre-practicum experiences in content methods courses
- Become familiar with the school's policies and procedures. Obtain and read faculty and student handbooks
- Request curriculum materials from the Supervising Practitioner to read ahead of beginning the practicum
- Agree to abide by the regulations, procedures, instructional practices, professional and personal expectations of the particular school and district
- Understand that the practicum experience will be terminated if Teacher Candidate's personal or professional behavior or ability to work as an effective prospective teacher is not compatible with the expectations of the school district or Supervising Practitioner
- Examine the Candidate Assessment of Performance (CAP) criteria on which their performance will be based, including the MA Educator's Rubric.

#### **During the Practicum**

- Adhere to the daily schedule and calendars of their assigned schools (including vacations)
- Attend all scheduled teaching days and staff development days and may only miss a day for illness, emergency or a job interview. Extended absences may result in the extension of student teaching.
- Be open to critique from Supervising Practitioner and university supervisor and adjust in response to the provided critique
- Be on time each school day
- In the event of an absence, contact the Supervising Practitioner as far in advance as possible and provide a plan for the day
- Adhere to all school and classroom policies including the school's professional code of conduct

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- Dress professionally
  - Men: khaki or dress pants, collared shirts, tie, shoes
  - Women: khaki or dress pants, moderate-length dress or skirt, collared shirt or sweater, shoes
- Do not send or receive phone calls, text messages, email etc. while on school grounds
- Report all suspected cases of child abuse and/or neglect to the Supervising Practitioner
- Engage in reflection around the practicum experience in the corresponding BU practicum seminar
- Over the course of the practicum semester, develop a portfolio (electronic or hard-copy) of lesson plans developed, handouts created, and samples of student work (with the names of the students blinded)
- Determine school district's policy regarding videotaping class sessions
- Participate in all required CAP meetings, conferences, self-assessment exercises, etc.
- Help to coordinate scheduling for required CAP meetings with Supervising Practitioner and BU Program Supervisor
- Maintain a file of evidence that demonstrates progress in relation to CAP essential elements
- Develop and maintain a planning binder and collect copies of worksheets and work samples

### **Following the Practicum**

- Complete all work and submit all student grades
- Return all borrowed materials to the Supervising Practitioner/school
- Complete and submit licensure paperwork, including the CAP form using record of activity and evidence gathered during the practicum.
- Write thank you cards to Supervising Practitioner, BU Program Supervisor and department head

### **Supervising Practitioner Responsibilities**

The Supervising Practitioner plays an integral role in the preparation of secondary teacher candidates. Although the professional development of the Teacher Candidate is an essential priority, the leading priority for the Supervising Practitioner is the learning of

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the secondary students in the classroom. Therefore, it is expected that the Supervising Practitioner remains intimately involved in his/her classroom in order to monitor and support the learning of his/her students while doing the same for the Teacher Candidate.

The Supervising Practitioner must have 1) at least three years of teaching experience; 2) a Massachusetts initial or professional license for the subject matter and grade level in which the teacher candidate is seeking licensure; and 3) a summative evaluation rating of proficient or higher.

The following subsections provide information to guide the Supervising Practitioner in his/her work with a Teacher Candidate.

### **Prior to Practicum**

- Review Teacher Candidate's resume
- Meet/interview Teacher Candidate
- Give Teacher Candidate an opportunity to observe a class
- Alert Teacher Candidate to any district-required background checks (e.g. CORI)

### ***Orientation to School***

- Review Boston University Practicum Handbook
- Inform colleagues about arrival of Teacher Candidate
- Have additional texts and materials available for the Teacher Candidate
- If possible, make a workplace available for the Teacher Candidate
- Introduce Teacher Candidate to colleagues and administrators
- Be clear about expectations. (Do you want the Teacher Candidate observing at the beginning or interacting with the children from the start? How do you feel about the Teacher Candidate talking to parents? What time do you want the Teacher Candidate to arrive and how late should s/he stay after school?)
- Assist in completion of CAP forms, goal setting plan, and identification of measure of student learning

### ***What information does the Teacher Candidate need?***

- Faculty and student handbooks
- Curriculum guides
- Community information & school calendar

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- Supervising Practitioner's class schedule and duties
- Classroom seating charts
- School and classroom policies for attendance, parking, signing in/out of building, photocopier use, supplies, fire and emergency drills, attendance at faculty meetings, food/drink policies outside cafeteria, progress reports, communication with parents/guardians, discipline procedures, bathroom and hallway use by Teacher Candidates, and cell phone policy
- Information regarding Teacher Candidate' access to and use of students' IEPs
- Required school or district permissions regarding videotaping classes
- Any additional unique features of the school

### During the Practicum

#### *What expectations does BU have for pre-service teachers regarding lesson planning?*

All quality teachers plan their instructional efforts. For experienced teachers, these plans range from elaborate, minute-by-minute lesson plans to a few words scrawled on a Post-It. For Teacher Candidates, however, it is essential that they write detailed lesson plans as a means of organizing their thoughts, to be prepared to teach, and to serve as a catalyst for reflection. Supervising practitioners should require their Teacher Candidates to have lesson plans for each lesson taught.

It is up to the Supervising Practitioner whether to require the Teacher Candidate to submit lesson plans at the start of each week or prior to a particular lesson being taught.

It is absolutely fine for the Supervising Practitioner to share curriculum materials with the Teacher Candidate. Teacher Candidates do not have to "reinvent the wheel" by creating all of their materials from scratch. In fact, we encourage our pre-service teachers to utilize materials from their Supervising Practitioners as well as to explore websites such as BetterLesson.com and ShareMyLesson.com in search of lesson and unit plans that have already proven successful in other classrooms.

#### *What type of 'informal' feedback does the Teacher Candidate need?*

Throughout the practicum experience, providing feedback to the Teacher Candidate is central to the role of being the Supervising Practitioner. This feedback is an essential part of supporting the Teacher Candidates growth and development. While it is not expected that the Supervising Practitioner observe every lesson that the Teacher Candidate teaches,

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the mentor should be observing and providing detailed feedback to the Teacher Candidate several times a week.

We recommend a feedback loop in which the Supervising Practitioner: 1) asks the Teacher Candidate to share his or her thoughts on the lesson and the Teacher Candidate's learning; 2) offers 1-3 observed areas of strength in the lesson; 3) offers 1 suggestion for growth that will be applicable to upcoming lessons; and 4) offers the Teacher Candidate an opportunity to ask any questions he or she might have about the lesson or the feedback. We have found that such a targeted approach to feedback is most effective for reinforcing Teacher Candidate's strengths and building new skills.

Additionally, we recommend that Supervising Practitioners: 1) be open, honest and consistent so that there are no surprises on later formal evaluations; and 2) unless necessary, offer critique privately and refrain from interrupting the class while the Teacher Candidate is teaching.

### *What type of 'formal' feedback does the teacher candidate need?*

The CAP guidelines call for the Supervising Practitioner to do the following:

- Identify a measure of student learning with which to gauge the effectiveness of the Teacher Candidate
- Participate in three three-way meetings with the Teacher Candidate and BU Program Supervisor
- Conduct two "unannounced" observations of the Teacher Candidate and complete the associated paperwork and post-conferencing
- Administer a student feedback survey to the secondary students working with the Teacher Candidate

Typically, the Teacher Candidate should be given the opportunity to offer his/her assessment of the lesson, and then the Supervising Practitioner and BU Program Supervisor can offer positive feedback and constructive criticism. These "debriefings" should last approximately 20-30 minutes.

### *What types of support do teacher candidates receive during their practicum experience?*

The Supervising Practitioner represents the day-to-day guide for the Teacher Candidate; however, there are a number of other supports for the Teacher Candidate as well. All

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Teacher Candidate participate in a bi-weekly guided reflection seminar in which Teacher Candidates come together in small groups to reflect with a BU instructor upon their experiences and to provide support and ideas to one another. Additionally, a BU Program Supervisor will make 4-5 visits to the school site to offer feedback to the Teacher Candidate; meet with the Teacher Candidate and Supervising Practitioner; and oversee the licensing process. Finally, BU's Secondary Education faculty will informally observe Teacher Candidates over the course of the semester, meet regularly with the Teacher Candidates in their academic courses, and hold one-on-one meetings with Teacher Candidates as their academic advisors.

### *How many academic classes are Teacher Candidates taking in addition to their practicum?*

Although there is a bit of variation, Teacher Candidates generally take the equivalent of two academic courses. One of these courses may be a content-specific methods course that offers Teacher Candidates opportunities to engage in added reflection upon their work at their practicum site. Others may be content courses that focus on further deepening Teacher Candidates' subject-matter knowledge.

### *What if the Supervising Practitioner feels the teacher candidate could benefit from additional support?*

Secondary Education faculty are always open to fielding questions, concerns or suggestions about a Teacher Candidate's development or facets of BU's program at any point during the semester.

### *What if the Supervising Practitioner has a significant concern about a Teacher Candidate or the BU program?*

The following is a suggested path for dealing with a serious concern (though, of course, the particular circumstances of the concern may necessitate adaptations):

- First express the specific concern to the Teacher Candidate, and identify an action plan for the pre-service teacher to make improvements
- If the concern persists, the Supervising Practitioner should reiterate the concern to the Teacher Candidate and also notify his/her department chair and the BU Program Supervisor and/or BU practicum director (contact information included in this guide).

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- If necessary, a meeting with the Supervising Practitioner, Teacher Candidate, department chair and practicum director will take place, and an improvement plan for the Teacher Candidate will be developed.
- If a substantial concern continues, and if there is no evidence that the Teacher Candidate is able or willing to address the concern, depending on the timing, the Supervising Practitioner can recommend termination of the practicum to the BU program director.

### Following the Practicum

#### *What paperwork is the Supervising Practitioner responsible for completing?*

- The BU Program Supervisor will take responsibility for guiding the Teacher Candidate and Supervising Practitioner through the required CAP cycle and associated paperwork
- Over the course of the practicum, the Supervising Practitioner will complete paperwork associated with the following:
  - Measure of student learning
  - Student feedback surveys
  - Three three-way meetings
  - Two unannounced observations
  - CAP rubric—formative assessment
  - CAP rubric—summative assessment
- The Supervising Practitioner will also be asked to sign the contact hours sheet that has been maintained by the Teacher Candidate documenting his/her hours at the school site.

#### *How are Teacher Candidates graded on their student teaching?*

- Teacher Candidates receive a letter grade for their eight credit practicum experience.
- The grade for the practicum is ultimately awarded by the Secondary Education practicum director based on the recommendations of the Supervising Practitioner, BU Program Supervisor, and reflection seminar leader.

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### ***Are Supervising Practitioners required to write a letter of recommendation for the Teacher Candidate?***

- It is not required that the Supervising Practitioner write a letter of recommendation for the Teacher Candidate but, assuming the Teacher Candidate has worked diligently throughout the practicum experience, the Supervising Practitioner will generally author a letter of recommendation for the Teacher Candidate to utilize in his/her subsequent job search. For fall semester Teacher Candidates, the letter of recommendation can generally be written at the conclusion of the practicum experience. For spring semester Teacher Candidates, the job search sometimes necessitates an initial letter being written in March or April and then updated at the conclusion of the practicum.

### ***How can Supervising Practitioners offer feedback to the BU Secondary Education program?***

- The Secondary Education practicum director will send out a brief survey at the conclusion of the practicum soliciting Supervising Practitioners' feedback on the strengths and weaknesses of their respective Teacher Candidate as well as the broader experience of working with the Boston University Secondary Education program.

### ***Do Supervising Practitioners receive compensation for mentoring a Teacher Candidate?***

- As a small token of appreciation from Boston University, Supervising Practitioners receive a scholarship for a four-credit course at Boston University's School of Education (or an equivalent course at another school within the university). These field associate scholarships may be utilized during the subsequent calendar year or over the summer and are transferable to another party.
- In cases where a Teacher Candidate works with two Supervising Practitioners, each Supervising Practitioner can receive a two-credit field scholarship or, alternatively, one Supervising Practitioner can be designated as the primary Supervising Practitioner and receive a four-credit voucher.

## **Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See 603 CMR 7.08**

### **Boston University Program Supervisor Responsibilities**

The BU Program Supervisor is a key link between the Teacher Candidate, Supervising Practitioner, and Boston University. As a partner with the Supervising Practitioner, the BU Program Supervisor provides feedback and evaluation to support the beginning professional development of Teacher Candidates and takes primary responsibility for guiding the Teacher Candidate and Supervising Practitioner through the CAP cycle. The BU Program Supervisor has the following professional responsibilities:

#### **Prior to Practicum**

- Review any updates to the Secondary Education Field Guide and CAP guidelines
- Receive contact information for assigned teacher candidates and reach out to them via email or phone

#### **During the Practicum**

- The BU Program Supervisor will visit the school site a total of 4-5 times
- The first visit will include an Introductory meeting and “announced observation” with the Teacher Candidate and Supervising Practitioner
- Three additional visits will include three-way meetings with the Teacher Candidate and Supervising Practitioner, as well as “announced observations with the Teacher Candidate and Supervising Practitioner
- Each announced observation will also include a formal debriefing with the Teacher Candidate
- Maintain the documentation of these formal observations and debriefings
- Sign off on each essential element of the CAP that has been completed by the Teacher Candidate and evaluated by the Supervising Practitioner including the Formative CAP Rubric and Summative CAP Rubric
- Immediately inform the practicum director if the Supervising Practitioner expresses concerns about the Teacher Candidate
- At the conclusion of the practicum, collect completed contact hours sheet and CAP forms from Teacher Candidate. Send both documents, along with record of observations and mileage reimbursement form, to the practicum director.

## Preservice Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: See *603 CMR 7.08*

### Following the Practicum

- Collect completed contact hours sheet and CAP forms for Teacher Candidate. Send both documents, along with record of observations and mileage reimbursement form, to the practicum director
- Recommend a practicum grade for the Teacher Candidate to the practicum/program director
- Write a letter of recommendation for the Teacher Candidate (if requested)

### Recommended Feedback Cycle

We recommend a feedback loop in which the supervisor:

- 1) asks the Teacher Candidate to share his or her thoughts on the lesson and the Teacher Candidates' learning;
- 2) offers 2-3 observed areas of strength in the lesson;
- 3) offer **1** suggestion for growth that will be applicable to upcoming lessons;
- 4) acknowledges the student's progress in a previously targeted area and
- 5) gives the Teacher Candidate an opportunity to ask any questions he or she might have about the lesson or the feedback.

Feedback should be aligned with the six essential elements on the CAP form. We have found that such a targeted approach to feedback is most effective for reinforcing Teacher Candidate's strengths and building new skills.

## Preservice Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: See *603 CMR 7.08*

### Appendix A: Boston University Students: Four Steps to Licensure

#### Step 1: Apply for Licensure

The Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE) has implemented an online system for licensure application. The web address is <http://www.doe.mass.edu/educators/> Click on the ELAR logo on the right. This will open the security portal. Here you will create your profile and/or enter to apply for licensure, additional licenses, or to view your status page.

By applying online you are entering your information directly into the DESE database. If a school district is considering your candidacy and calls DESE to verify your license status, you will appear in the DESE system as an applicant.

At this web site you can:

- Establish and confirm your profile information
- Select the license/s you wish to apply for and indicate how you are meeting or plan to meet the requirements for each license. (Please read the information in the “License Types” section on the next page before beginning your online application.)
- Complete and confirm your affidavit
- Confirm and submit your application
- Enter payment
- Obtain a MA Employee Personnel ID (MEPID) number

#### Step 2: MTELS

Register for and take the Communication and Literacy Skills MTEL and other required MTELS. Scores will be sent directly to you and to DESE. Information about the MTELS may be found on <http://www.bu.edu/sed/licensure>

## **Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See 603 CMR 7.08**

### **Step 3: Transcript Submission**

Graduate Students Only: Submit Official Non-BU Transcript/s to DESE which Show a Conferred Degree

You cannot submit a transcript online. All transcripts must show the date of graduation and your degree. Have transcript/s sent from the college directly to the address in this section. It is not necessary to submit transcripts showing coursework which has been transferred into a degree program. It is the reSupervising Practitioneronsibility of the student to submit official non-BU transcripts to DESE. Have all official non-BU transcripts sent to:

Office of Educator Licensure  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-9140

*Graduate Students & Undergraduate Students: BU Transcripts*

By signing the attached notice of intention form you are giving the University permission to submit your official BU transcript to DESE

### **Step 4: Notify SED of Intent to Obtain Licensure**

To notify the SED Licensure Office of your intention to be licensed in the Commonwealth, you must print and complete the attached [form](#) and return it to SED Room 113 with a screen print from DESE indicating that you have applied online. Please slide this form under the door if the office is closed. You must enter your MEPID number from your MA application on this form. Your application, with supporting documentation, will then be processed as part of the “baTeacher Candidateh” during the eight weeks following your graduation date and delivered to DESE. You will only be contacted if there are any problems with your request.

## **Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See *603 CMR 7.08***

Please note: The SED Licensure Office must review the record of your work and practicum report/s to designate you as a program completer. SED must institutionally recommend you to the Commonwealth for licensure before your license may be issued. Given the number of requests received, and the necessity to review all program and practicum requirements, the University verification of completion of the approved program may take up to eight weeks after the date of graduation. After a successful review you will be electronically endorsed on the DESE website and a permanent endorsement will be added to your transcript.

DESE no longer mails hard copies of licenses. Please regularly check your ELAR status page to know when the license is issued and your license number. You will see a click at the bottom left of your status page which will enable you to print an “unofficial” license.

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See 603 CMR 7.08**

**Boston University**

**School of Education**

**Notice of Intention to Obtain Massachusetts Licensure**

This is to notify the SED Office of Licensure that I have completed the Massachusetts DESE online application. I understand that the University's tasks are limited to confirmation of completion of an approved program and submission of the official BU transcript. A copy of the DESE online application page is attached. (NOTE: BU graduate students must submit non-BU undergraduate transcripts directly to DESE showing the date of degree completion and the degree awarded.)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*By signing this document I authorize submission of an official BU transcript to DESE.*

*Please print clearly.*

Name \_\_\_\_\_

BU I.D. \_\_\_\_\_

MEPID \_\_\_\_\_

Permanent E-mail \_\_\_\_\_

Graduation Date \_\_\_\_\_ Date of Birth \_\_\_\_\_

SED Degree/Certificate to be awarded:

BS  MAT

EdM  MMT

CAGS

EdD

Telephone (in service for at least 10 weeks after graduation) \_\_\_\_\_

License sought\*:

Initial

Professional

**Preservice Performance Assessment for Practicum or Practicum Equivalent**

**Professional Standards for Teachers: See 603 CMR 7.08**

Subject and Grade Level/s of primary license \_\_\_\_\_

Subject and Grade Level/s of dual license (if applicable) \_\_\_\_\_