



Catherine Leahy Brine
Educational Consultants, Inc.

PRACTICUM HANDBOOK
2023-2024

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Introduction to the Practicum Handbook

This guidebook was prepared for teacher candidates (TC), supervising practitioners (SP), and program supervisors (PS) involved with the candidates' student teaching component of the Catherine Leahy Brine teacher preparation programs.

The purpose of the student teaching practicum is to provide candidates who have reached the teacher candidacy stage of their academic programs with hands-on experience in an approved school setting. Guided by the supervision of a Leahy-Brine supervisor, each teacher candidate typically works under the mentorship of one or two supervising practitioners, who assist candidates in meeting the professional standards of the license they are seeking.

Thank you to Fitchburg State University, our higher education partner, for granting Catherine Leahy Brine, Inc. permission to use items from their Practicum Handbook.

GENERAL POLICIES

Overview

The policies outlined in this handbook serve as a guide for candidates and their supervisors in implementing a positive practicum experience. Any questions about these policies should be referred to Catherine Leahy Brine, Inc.

Professional Appearance

Teacher candidates enrolled in the practicum should always be cognizant of two important messages that their behavior and attire sends to others in the school setting:

1. You are a representative of Leahy-Brine in the schools in which you complete your practicum experience. As such, both your behavior and appearance should always be professional and reflect the high standards of this organization.
2. Your professional appearance and behavior reflect on you as a professional, and you will be evaluated on your professional demeanor. Schools welcome individuals who dress appropriately and respectfully, and who serve as models to the students. Schools do not want individuals who show a lack of respect for the profession and the important role of a teacher in the lives of the students with whom you will work.

It is difficult to define what “appropriate professional attire” is. Some schools may allow more casual attire than others. It is important that you understand the dress code and policies of the school(s) to which you are assigned and always follow them

Professional Behavior (Dispositions)

The development of appropriate and effective professional behaviors is a critical aspect of your preparation in becoming a teacher. Professional behavior or “dispositions” are defined by the National Council for Accreditation of Teacher Education as:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as an educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

As partners with Fitchburg State University, their Conceptual Framework guides our delineation of professional behaviors or dispositions that we value. The Candidate Dispositions Assessment form in the appendices of this handbook reflects the key points of Fitchburg’s, and therefore our, Conceptual Framework and it defines them further. These dispositions will be assessed by your Leahy-Brine and Supervising Practitioner (SP) upon completion of your practicum. The development of appropriate and effective professional behaviors is a critical aspect of your preparation in becoming a teacher. Included in professional behavior is the maintenance of confidentiality as it relates to your placement site, its teachers, staff and children. It is expected that teacher candidates will maintain confidentiality when in public places and in all aspects of internet communication, including social media outlets.

Absence Policy

Avoid absences from the practicum. Inappropriate or excessive absences must be made up and could jeopardize your standing in the program and/or extend the length of your practicum. Absences may not exceed more than 5 excused absences over the entire semester and the hours lost must be made up.

Supervising Practitioners and Program Supervisors (PS) must be notified no later than the morning that the absence is to occur.

Substitute Teaching

Supervising Practitioners and Principals are reminded that educator candidates are students. Catherine Leahy Brine, Inc. *does not recommend the use of educator candidates as substitute teachers.*

If the Supervising Practitioner will be out of the classroom, the school district is expected to provide an appropriate substitute teacher for the classroom, as they would if the educator candidate were not assigned to that room. The teacher candidate will be expected to provide the same level of instruction in collaboration with the district substitute teacher as would have happened if the Supervising Practitioner were present.

The purpose of student teaching is to provide mentoring to the pre-service teacher. Catherine Leahy Brine, Inc. has established a course of study and series of field experiences to best prepare the educator candidate to become a classroom teacher. In recognition of the fact that a substitute teacher may not always be available, Catherine Leahy Brine, Inc. has established the following guidelines to protect the integrity of the student teaching experience:

- A teacher candidate may be asked to be the substitute teacher in the classroom they are assigned no earlier than four weeks into an assignment. The educator candidate must have demonstrated to the Leahy-Brine supervisor the ability to function effectively in managing a classroom.
- The Leahy-Brine supervisor must approve all substitute teaching requests for educator candidates.
- Total substituting days must not exceed four days per 14-week placement. Substituting must take place in the classroom to which the candidate is assigned and the time spent substituting does not need to be made up. If an emergency occurs and a student is asked to substitute outside the classroom to which they are assigned, this is considered an absence and the policy on absences applies.
- This policy is not intended to contradict or supersede any local bargaining agreement clause that may be in effect in a district.

Teacher Candidate Grades

The Leahy-Brine Program Supervisor is contractually responsible for the assignment of grades. Leahy-Brine Program Supervisors, *may* request input and seek a recommendation from the Site supervisor concerning a candidate's grade.

Site supervisor Selection Criteria and Voucher Information

Supervising Practitioners play an important role in the total preparation of the teacher candidate's academic experience. They serve as mentors and coaches for educator candidates during this final phase in their teacher education program. The student teaching practicum is a mutually shared responsibility of both Catherine Leahy Brine, Inc. and the collaborating public schools. Supervising Practitioners are identified based upon their credentials and mastery as teachers and professional commitment. The staff and/or faculty of the respective teacher education program, in consultation with the school principal and/or district superintendent, determine the final selection. Supervising Practitioners must possess initial/professional licensure in the field and at the level the teacher candidate is seeking, have taught under that license for 3 years and maintain a high level of excellence in their teaching. Additionally, eligible mentors must have received a rating of proficient or higher on the Educator Evaluation System. Teachers who mentor Catherine Leahy Brine practicum candidates will be awarded a tuition reduction voucher for each full semester (14 weeks) placement. Vouchers are not transferable to others. Additionally, PDPs will be awarded to Supervising Practitioners as follows: 30 PDPs if the SP attends the Catherine Leahy Brine training or 20 PDPs without having attended the training.

ROLES AND EXPECTATIONS

Expectations of the Teacher Candidate (TC)

The practicum is a cooperative experience. With the guidance of your Leahy-Brine Program Supervisor and Supervising Practitioner (SP), you will have practical experience in teaching. You will gain an understanding of the school and district and how the system functions to meet the needs of its students. Your preparedness for student teaching is important. The work involved must assume priority over all other activities. Student teaching is a full-time job, calling for all the time, energy and ability you can devote to it. At the graduate level, many candidates are employed in the role of the license they are seeking. The following guidelines are suggested to assist you in developing effective professional relationships with the key people with whom you will be working during this important period. Remember that you are a guest in the classroom of your Supervising Practitioner and the school.

1. Prove **through your practice** that you have accomplished the Seven Essential Elements of the MA Professional Standards for Teachers. Your Practicum needs to span a full semester and total a minimum of 300 hours. This will be documented on the **Verification of Practicum Hours** form.

If you are not a teacher of record (a teacher who currently has his/her own classroom), a minimum of 100 hours of the total 300 hours of the Practicum experience **MUST** be in the full time role of the Supervising Practitioner, assuming that teacher's full teaching load.

2. Complete your Initial Licensure electronic binder/portfolio. For sections of this portfolio that require the TC to provide evidence, the following are suggested but not limited to:

- Evaluations by Site-Based Supervisors (eg. Dept. Heads, Principals, etc.)
- Write-ups, agenda or other proof of collaboration with other teachers
- Student work
- Assessments, both formative and summative
- Data Analysis
- Flexible Grouping Assignments
- Documentation of accommodations made for students based on specific need
- Plans for or other evidence of differentiating instruction
- Proof of compliance to IEPs and 504 Plans
- Classroom Rules or other Behavior Management Systems
- Candidate's SMK portfolio
- NOTE: There are to be **no syllabi in your portfolio**. Syllabi prove that you have taken a course, but do not prove that you have implemented anything from it in your practice.

3. Implement content and pedagogy from the Leahy-Brine Initial License Program. The courses include:

- Psychology of Learning

- Curriculum Design
 - Literacy Course(s)
 - Managing Classroom Behavior
 - Inclusion
 - Assessment Strategies for Students with Disabilities (for Mod. Sp. Needs candidates)
 - Educational Technology
 - Sheltered English Immersion
4. Daily, post effective instructional objectives in your classroom in a place and size visible to all students. Refer to it frequently during each phase of your Strategic Lesson.
 5. Plan all lessons according to the Strategic Teaching Model.
 6. Plan for visitations by your Program Supervisor according to the procedures and policies in the *DESE Guidelines for the Candidate Assessment of Performance*
 7. [guidelines.docx \(live.com\)](https://www.doe.mass.edu/candidate/guidelines.docx)
 8. Use the DESE CAP portal with support of the Program Supervisor to complete all necessary Practicum paperwork

Other Suggestions for the Educator Candidate

- Visit your supervising practitioner prior to the beginning of the semester to gather information about appropriate dress, responsibility regarding arrival and departure times, and other pertinent responsibilities.
- Become familiar with building policies and comply with them.
- Accept other duties, such as playground, corridor, and lunch room duties, and be willing to volunteer for student club and assembly programs.
- Observe your Supervising Practitioner during lessons, with particular attention given to (1) motivational devices, (2) methods of involving learners, (3) use of materials of instruction, (4) classroom and behavior management, and (5) techniques for individualizing instruction (6) transition activities (7) pedagogy.
- Learn the students' names, interests, abilities and needs by observing, examining records (if they are available to you), as well as through discussion with your Supervising Practitioner.
- Demonstrate good planning skills through the careful design of daily plans, long range plans and use of data analysis.
- Implement lesson plans in a logical and sequential manner.
- Avoid absences from the practicum. Inappropriate and/or excessive absences must be made up and could jeopardize your standing in the program. Licensure regulations and Leahy-Brine expectations are specific about the amount of time that must be spent in the classroom working

directly with students. Check with your Supervising Practitioner and Leahy-Brine Program Supervisor relative to procedures to follow when your absence is necessary. (see *Absence Policy* page 9)

- Maintain the confidentiality of your placement school, its teachers, staff and children. It is expected that teacher candidates will maintain confidentiality when in public places and in all aspects of internet communication, including social media outlets.

Expectations OF the Supervising Practitioner (SP)

1. Use the DESE CAP portal with support of the Program Supervisor to complete all necessary Practicum paperwork.
2. Hold at least an Initial License in the field and level of the candidate's sought-after license and have worked under that Initial License for a minimum of 3 years and have a rating of proficient or higher on your last Teacher Evaluation. If you hold a Professional License in the field and level of the candidate, there is no minimum year requirement.
3. Review and follow the procedures and policies from the *DESE Guidelines for the Candidate Assessment of Performance* [guidelines.docx \(live.com\)](#)
4. Thank you for assisting our candidate in attaining the next level of his/her license. You will be awarded a voucher which allows you to take a Brine Education course at a much reduced rate. This voucher is not transferable to others. You will also receive 30 PDPs for completing the training for Supervising Practitioners offered by the CAP Manager or 20 PDPs if the training is not attended. (These guidelines for the number of PDPs are set by DESE.)

Other Suggestions for Supervising Practitioners

Preparation and Planning for the teaching week(s). Supervising practitioners and teacher candidates, in collaboration with the Leahy Brine Supervisor, should determine the dates that the teacher candidate will be taking over full responsibility for the classroom/teaching load. A schedule should then be designed that provides for increased responsibility beginning with observation and acclimation. Each week, planning and teaching responsibilities should increase, culminating in the full week(s) teaching responsibility.

The checklist below of school/agency experiences may serve as a guide to the supervising practitioner and the practicum candidate in planning a program of professional development for the teacher candidate. The primary responsibility for learning and performing these tasks is with the practicum candidate.

Preparation and organization of materials, as appropriate

The teacher candidate has read or become familiar with:

- | | |
|--|--|
| <input type="checkbox"/> District Curriculum guides | <input type="checkbox"/> Course of study |
| <input type="checkbox"/> Massachusetts Curriculum Frameworks | <input type="checkbox"/> Units of work |
| <input type="checkbox"/> Supplementary textbooks | <input type="checkbox"/> Teacher's manuals |

The teacher candidate has:

- | | |
|---|---|
| <input type="checkbox"/> Made daily lesson plans | <input type="checkbox"/> Used audio-visual resources |
| <input type="checkbox"/> Participated in pupil evaluation and grading | <input type="checkbox"/> Used technology |
| <input type="checkbox"/> Planned units or work | <input type="checkbox"/> Used community resources |
| <input type="checkbox"/> Provided for individual differences of students (exposure to an IEP) | <input type="checkbox"/> Used library resources |
| | <input type="checkbox"/> Used group processes, planned individual and small groups and full class lessons |

General and specific tasks

The teacher candidate has developed an awareness of school/agency policies and practices related to the following:

☐ School calendar
☐ Bell schedule
☐ Taking attendance
☐ Enrolling new pupils
☐ Transferring pupils
☐ Opening Exercises
☐ Dismissing class
☐ Entering building
☐ Passing in corridors

☐ Reporting accidents
☐ First aid service
☐ Use of educational technology
☐ Fire drills
☐ District assessment programs
☐ Care of textbooks
☐ Use of school library
☐ Disciplinary procedures

The teacher candidate has had experience in the following types of activities:

☐ Planning and directing play periods
☐ Professional and in-service meetings
☐ Parent conferences
☐ Lunch Duty
☐ Study hall duty
☐ Requisitioning supplies/teaching materials
☐ Special day programs
☐ Field trips

☐ PTA Meetings
☐ Team teaching
☐ Conferences with guidance staff
☐ Care of classroom
☐ Co-curricular activities
☐ Assembly programs
☐ Conferences with SPED staff
☐ Teacher Meetings

Expectations of the Leahy-Brine Program Supervisor

1. Attend the *Meet the Supervisor* meeting.
 - Lead the break-out session for your licensure candidates. Supply your contact information.
2. Review and follow the procedures and policies from **the DESE Guidelines for the Candidate Assessment of Performance** in the appendix.
3. Oversee the completion and submission of all forms required by the **DESE Guidelines for the Candidate Assessment of Performance** [guidelines.docx \(live.com\)](https://www.dese.state.pa.us/assessments/assessment-of-performance/guidelines.docx)
4. Use the CLB Rubric to assign a grade for the 3 credit Practicum.
5. Use the DESE CAP portal with support of the CAP manager to complete all necessary Practicum paperwork

APPENDIX:

- 1. Verification of Practicum Hours**
- 2. Confirmation of SP License Information Form**
- 3. Strategic Lesson Plan Model**
- 4. Strategic Lesson Plan Rubric**
- 5. CAP Grading Rubric**
- 6. Dispositions**

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Verification of Practicum Hours

Candidate Name _____ Student ID @ _____

School Name _____ City/Town _____

Grade Level/Subject _____ Semester and Year _____

Week ending	Hours Observing and/or assisting	Hours Teaching with Support	Hours in Full Responsibility*	Total hours in practicum*	SP Initials
TOTAL HOURS					

Candidate Signature _____ Date _____

Supervising Practitioner Signature _____ Date _____

Program Supervisor Signature _____ Date _____



Application for Initial License Practicum for Catherine Leahy Brine Educational Consultants Initial Licensure Programs

Part A: Candidate Information (to be completed by the candidate):

Candidate's Name _____

MEPID: _____ License and Grade Level of License you are seeking: _____

Home Address _____

Cell Phone _____ Home Phone: _____

E-Mail _____

Placement School _____

Placement District: _____

School Address _____

School Telephone (w/EXT. if you have one) _____

Your Teaching Assignment/Placement for your Practicum (i.e. 9th grade Biology classroom):

Fully describe your role and the population of students that you will be working with during your practicum.

Choose One option below

_____ I am the teacher of record and my own classroom is serving as my practicum placement.

_____ I am not a teacher of record and my placement is that of a true student teacher in my site supervisor's classroom for a full graduate program semester. (minimum of 300 hours 100 of which you are in the full role of your site supervisor.)

MTEL Test Status: Choose option below and provide information requested:

_____ I have all MTELS passed and hold a Provisional license (no MTEL proof needed if you hold the license)

_____ I have the Communication and Literacy MTEL passed- (attach scores to this form with submission)

_____ I have the Foundations of Reading Test Passed (if applicable) (attach scores to this form with submission)

_____ I have my subject matter test(s) passed(attach scores with this submission)

Pre-Practicum Status/SMK Status

All signed and completed pre-practicum sign offs, logs and targeted feedback forms must be included in the subfolder in your Google drive before July 1 for a Fall practicum or before November 15 for a Spring practicum.

The SMK (Subject Matter Knowledge) Seminar must be complete by July 1 for a Fall practicum and by November 15 for a Spring Practicum.

I attest that all required materials are included in my Brine drive and that upon submission of this form Brine can begin their review to approve my enrollment in the Practicum. I attest that all above information including placement information is accurate.

Signature Date

Part B: Supervising Practitioner Information (to be completed by the Supervising Practitioner)

Selection Criteria:

- Has the necessary skills to mentor a more novice teacher
- Is willing to provide feedback about the teacher candidate’s knowledge, skills and dispositions to the Leahy-Brine supervisor, whose responsibility it is to assign a grade
- Ability to mentor beginning teachers, time to observe and work with teacher candidates to provide support, guidance and expertise in a nurturing, constructive manner, including using Brine and DESE assessment forms
- Provide opportunities for teacher candidates to implement best practices as defined by the Educator Prep Program
- Holds licensure in the candidate’s licensure field with minimally 3 years of teaching experience under the Initial License
- In accordance with 603 CMR 7.02, has a rating of proficient or higher on their last Teacher Evaluation

Supervising Practitioner’s Name _____

Supervising Practitioner’s email address _____

Supervising Practitioner’s License (e.g. Initial History 5-8; Professional History 5-8) _____

Number of Years of Teaching Experience: (Check One)

_____ I have an Initial License and have taught under it for a minimum of 3 full years

_____ I have a Professional License

Subject and Grade Currently Teaching _____

Supervising Practitioner MEPID _____

The Brine Program has two types of Initial License candidates:

- A teacher of record (has their own classroom in the license that they are seeking)
- A true student teacher(non teacher of record) who will be in the Supervising Practitioner’s classroom for a minimum of a full graduate semester for a minimum of 300 hours, 100 of which will be in the full role of the supervising practitioner.

I attest that the above licensure information is correct and can be verified on ELAR with the MA DESE. My teaching candidate has shared the date of the optional SP training and the Practicum Handbook for my review.

Supervising Practitioner’s Signature Date

Part C: Principal’s Verification

My signature certifies that the mentor teacher meets the following criteria:

- Has the ability to mentor beginning teachers, time to observe and work with teacher candidates to provide support, guidance and expertise in a nurturing, constructive manner, including using Brine and DESE assessment forms
- Is willing to provide feedback about the teacher candidate’s knowledge, skills and dispositions to the Leahy-Brine supervisor, whose responsibility it is to assign a grade
- Holds licensure in the candidate’s licensure field with minimally 3 years of teaching experience under the Initial License
- In accordance with 603 CMR 7.02, has a rating of proficient or higher on their last Teacher Evaluation

The Brine Program has two types of Initial License candidates:

- A teacher of record (has their own classroom in the license that they are seeking)
- A true student teacher(non teacher of record) who will be in the Supervising Practitioner’s classroom for a minimum of a full graduate semester for a minimum of 300 hours, 100 of which will be in the full role of the supervising practitioner.

If the Supervising Practitioner does not hold the same license the candidate is seeking or if they have not worked for three years under an Initial License, please state the reason this person was chosen to be a Supervising Practitioner for the candidate.

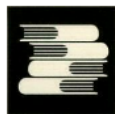
Principal’s Signature: _____

Principal’s Printed Name _____

Phone Number:_____

Part D: Leahy-Brine Administrative Office Only:

I have done an administrative inquiry on ELAR and attest that the above Supervising Practitioner’s license information is accurate and that the placement is appropriate and has been approved.



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98 Randolph Street
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Teacher:	Subject/Grade:	Date:
Framework:		
Objective	<i>Specific and measurable.</i> Content: <ul style="list-style-type: none">● <i>Make sure to include target, condition, criteria for success</i>	
Materials		
Vocabulary	<ul style="list-style-type: none">● <i>Focus on teaching Tier 2 and Tier 3 words and include student friendly definitions</i>	
Accommodations/ Modifications	<ul style="list-style-type: none">● <i>Accommodations: Provide access to the curriculum without changing what your teaching, how your teaching, standards, or outcomes: (Examples include: speech to text and text to speech technology, small group instruction, a highly structured classroom with reminders to remain focused, breaking directions into small parts, shortened assignments)</i>● <i>Modifications: These change what you are teaching and how you are teaching and are only provided for special education students and are listed on IEP.</i>	

Preparation Phase (Launch/Frontloading/ Engaging Students: FRONTLOADING	<p><i>What will you do to assist the students to:</i></p> <ul style="list-style-type: none"> ● <i>Build background knowledge or activate existing background knowledge: What questions or statements will you ask or say to connect to prior knowledge?</i> ● <i>Arouse curiosity and the need to know: What will you say and do?</i> ● <i>Focus student attention on the topic: What will you say and do</i> ● <i>Work with critical vocabulary: Develop working definitions for tier 2 and tier 3 vocabulary.</i>
Assistance and Association Phase (Explore-Student Activity) DURING	<p><i>How will you teach the content?</i></p> <ul style="list-style-type: none"> ● <i>What will you say and do?</i> ● <i>What will the students be actively doing?</i> ● <i>What research-based activities and strategies will you use? (Make sure activities and strategies relate to learning theory, student development and multicultural education</i> ● <i>How will you assist student in making connections (What will you say and do?)</i> ● <i>What key/ guiding questions and will you ask?</i> ● <i>When and how will you check for understanding?</i> ● <i>What accommodations are you making to ensure equal access to the curriculum</i> ● <i>How are you providing differentiated instruction for learning style, content, process and/or product?</i> <p><i>Make sure to include a sponge activity for fast finishers</i></p>
Summary/Discuss and Check for Understanding AFTER	<p><i>Have students do what you stated in your objective as the measurable criteria for success.</i></p> <ul style="list-style-type: none"> ● <i>How will you summarize the lesson, referring to the objective?</i> ● <i>Are there other ways you will check for understanding?</i>
Homework (If Appropriate)	

<p>Post Lesson Teacher Reflection</p>	<p><i>Answer the following questions:</i></p> <ul style="list-style-type: none"> ● <i>Which students “got it” and which did not? How do you know?</i> ● <i>What will I do next with students - <u>both</u> those who “got it” and those who did not?</i> ● <i>What was particularly effective about the lesson?</i> ● <i>What needs to be changed next time I teach the lesson?</i>
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Lesson Plan Rubric

Candidate:		Focus Area:	Subject:
Rating Scale: As noted above each column below. N/A may also be used –which means “not appropriate for this lesson”			
	1	2	3
Standard	Does Not Meet Standard	Acceptably Meets Standard	Comprehensively Meets Standard
State Framework Standards	Appropriate framework standards for this lesson are not identified	Appropriate framework standards are correctly identified	Appropriate framework standards are correctly identified along with the strands and learning standards
Performance Objectives	Objectives do not contain a specific, observable, or audible performance	There is no rating of 2 for this Standard	Objective(s) contain a specific, observable, or audible performance
	Objectives do not contain necessary conditions	There is no rating of 2 for this Standard	Objective(s) contain conditions, if necessary (how the students will learn the content)
	Objectives do not contain measurable criteria for success	There is no rating of 2 for this Standard	Objective(s) contain measurable criteria for success
<u>Preparation Phase</u>	Teacher’s questions statements and activities that build, activate, or assess prior knowledge are ineffective or missing.	Teacher’s questions, statements, and activities build, activate, or assess prior knowledge.	Teacher’s questions statements, and activities build, activate, or assess prior knowledge and accommodate diverse student learners
	Necessary terms and vocabulary are not identified and defined	Tier 2 and Tier 3 terms and vocabulary are identified and defined	Tier 2 and tier 3 terms and vocabulary are identified, and appropriate activities actively engage students in the construction of meaning
	Key/guiding questions are not included	Key/guiding questions are included	Key/guiding questions using Bloom’s taxonomy are listed to encourage critical thinking and inquiry
	No connections are made between the topic and a need to know	Student curiosity is aroused and a need to know is established	Curiosity is aroused and a need to know is well established
<u>Assistive Phase</u>	Activities are not appropriate and do not align to any part of the performance objective	Activities are appropriate and align to some parts of the performance objective	Activities are appropriate and align to all parts of the performance objective
	Some strategies are consistent with research. Learning theory, student development, multicultural education, and program content	Most activities are consistent with research, learning theory, student development, multicultural education, and program content	All activities are consistent with research, learning theory, student development, multi-cultural education, and program content
Standard	Does Not Meet Standard	Acceptably Meets Standard	Comprehensively Meets Standard
<i>Student Engagement</i>	Activities encourage passive rather than active learning	Activities actively engage most students in the construction of meaning during parts of the lesson	Activities actively engage all students in the construction of meaning throughout
<i>Differentiation</i>	Plan does not include differentiation for diverse learners	Plan includes differentiation for diverse learners in either learning style, content, process, or product	Plan includes differentiation for diverse learners in learning style, content, process, and product.
<i>Checking for Understanding</i>	Activities allowing teacher to formatively assess student	Activities allow teacher to formatively assess students’	Activities allow teacher to formatively assess students’ understanding for all objectives

	understanding are ineffective or missing	understanding for most objectives	
<i>Accommodations</i>	Accommodations are not noted or are inappropriate for learners and lesson content	Stated accommodations are appropriate for learners and lesson content	Stated accommodations differentiate instruction in creative and sensitive ways for all learners
	A necessary sponge activity is not assigned	When necessary, an appropriate sponge activity is assigned to engage most learners	When necessary, an appropriate sponge activity is identified to engage all students
<u>Reflection Phase</u>	Activity is ineffective or missing and does not reflect the criteria for success stated in the performance objective	Activity allows most students to meaningfully reflect upon and reprocess the learning and includes the criteria for success stated in the performance objective	Activity allows all students to meaningfully reflect upon and reprocess the learning and comprehensively includes the criteria for success stated in the performance criteria
	Activity provides the teacher with a formative assessment on few students or is missing	Activity provides the teacher with a formative assessment of most students' learning	Activity provides the teacher with a formative assessment of all students' learning
<i>Lesson Summary</i>	There is no lesson summary	The lesson summary reflects part of the lesson	The lesson summary reflects each section of the lesson
<u>Post-Lesson Teacher Reflection</u>	"What will I do next with my students?" is not addressed in the teacher reflection or is ineffective.	Teacher reflection will answer the question, "What will I do next with these students?"	Teacher reflection will answer the question, "What will I do next with these students?" "Who needs re-teaching? Who can move on?"
	"What was particularly effective and what needs to be changed next time I teach the lesson?" were not addressed.	Only one of the questions: "What was particularly effective and what needs to be changed next time I teach the lesson?" was addressed.	Both questions: "What was particularly effective and what needs to be changed next time I teach the lesson?" were comprehensively addressed.
<u>Standard English Conventions (SEC)</u>	5 or more SEC errors	2-4 SEC errors	No SEC errors

Total out of 63: _____