UMass Amherst

College of Education

University of Massachusetts Amherst Undergraduate Special Education (Mild - Moderate Disabilities) Licensure Handbook

To access the Educator Preparation web page, visit umass.edu, Academics, College of Education, About, Directory of Offices, Academic Offices, and Educator Preparation Office.

Updated Fall 2025

Table of Contents – Program Handbook

Section One: Introduction

Who We Are

Jointing our Program/ Admissions into Special Education

Section Two: Program of Study

Course of Study

Elective Courses

MTEL Requirements

Admissions to Practicum

Section Three: Policies and Procedures

Advising Policy

Student Support Policy

Tk20 Uploads and Candidate Assessment of Performance (CAP)

UMass and Practicum School Closure Policy

Field-Based Experiences – Attendance Policy

Field-Based Experiences – Substitute Teaching Policy

Field-Based Experiences – Transportation Policy

Field-Based Experiences – March Break Policy

Field-Based Experiences – Dress Policy

Professional Dispositions

Section Four: Field-Based Experiences

SAFIS

CORI

Fall Pre-Practicum -

Roles and Responsibilities of the Student Teacher (TC) during Fall Pre-Practicum

Roles and Responsibilities of the Supervising Practitioner during the Fall Pre-Practicum

Roles and Responsibilities of the Program Supervisor during the Fall Pre-Practicum

Pre-Practicum Skills Checklist

Spring Practicum -

Roles and Responsibilities of the Student Teacher (TC) during Spring Practicum

Roles and Responsibilities of the Supervising Practitioner during the Spring Practicum

Roles and Responsibilities of the Program Supervisor during the Spring Practicum

Candidate Assessment of Performance (CAP) Essential Elements

CAP Three-Way Meeting Protocols

CAP Expectations

Early Literacy Observation Tool

TK20

Section Five: Appendix

Lesson Plan Template

Section One: Introduction

The Special Education Concentration Program (SPED) undergraduate certification program is a 39-credit academic program with an additional two courses that are general University requirements focused on the study of evidence-based teaching practices, supporting students with learning disabilities and their families, and learning to become an effective and impactful educator through the integration of theory and practice. This undergraduate program is aimed at those passionate about supporting diverse learners' needs.

Enclosed in the handbook below, you will find essential information that will guide you throughout your experience in the program. From your program of study to program policies and resources, this handbook is designed to ensure you have the necessary tools to thrive. For general information about Educator Preparation that applies to all programs, please review the Ed Prep Handbook. We look forward to supporting you as you embark on this rewarding path of shaping minds and making a difference in the lives of students. Further information is also available on the undergraduate program website regarding Pre-Practicum/Practicum Experience: https://websites.umass.edu/specialedlicensure/

Who We Are

Department of Student Development (SD)
SD Department Chair, Dr. Linda Griffin..... lgriffin@umass.edu
Emily Walker, Dept. Administrator..... pichette@educ.umass.edu
Special Education Faculty
Dr. Michael Krezmien, Program Coordinator..... krezmien@umass.edu
Dr. John Hosp..... johnhosp@umass.edu
Dr. Alexandra Lauterbach..... alauterbach@educ.umass.edu
Dr. Mary Lynn Boscardin..... mlbosco@educ.umass.edu
Dr. Michael Gentile.....gentile@umass.edu
Jane Piselli M.Ed. ..... jpiselli@umass.edu

Joining Our Program

Special Education students complete a major in Education with a concentration in Special Education. Students apply to the program in the Spring of sophomore year and start it in the Fall of Junior year. Four courses are required before admission to the Special Education Concentration Program. You can take up to four prerequisite Special Education classes prior to formally applying to the program. Materials required for consideration include:

- Completion of the prerequisites
- Completed online application

- Personal statement (based on the prompt in the online application)
- Transcripts from undergraduate institutions attended
- At least one letter of recommendation
- Communication and Literacy Skills MTEL Score Reports
- Minimum 3.0 GPA

Admission Prerequisites for Special Education:

- MATH 113
- MATH 114
- HUMDEV 270
- EDUC 325

Section Two: Program of Study

The program of study below outlines all the required coursework necessary to meet the rigorous expectations of our program. The program of study was designed using the required Subject Matter Knowledge expectations and the Professional Standards for Teachers. It details each course you will undertake, providing a clear roadmap of your academic journey in Special Education (Mild-Moderate Disabilities). By following this program of study, you will acquire the essential knowledge and skills needed to excel in your field and make a positive impact in early childhood development. The coursework and field-based experiences are designed to ensure that you are well-prepared and equipped to succeed both academically and professionally.

Core Courses

Junior Year	
Fall Semester	
EDUC 320 Collaboration	This course introduces students to school personnel and community organizations with which special education teachers collaborate. The focus is on understanding resources that support students with disabilities to be successful. Enrollment Requirements: Open to Special Education majors in the College of Education. Special Education majors will be enrolled in this course by the department.
EDUC 327 Research Methods and Evidence-Based Practices *Junior Year Writing Course*	This course provides an introduction to research methods in education and a focus on identifying and evaluating evidence-based practices. Satisfies the Junior Year Writing requirement. Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.

EDUC 328 Writing Instruction for Students with Mild/Moderate Disabilities	This course covers empirically validated instructional procedures in writing and spelling for students with mild/moderate disabilities. The focus is on assessing, planning, and implementing appropriate instructional procedures, and monitoring students' progress. Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
Spring Semester	
EDUC 329 Reading Instruction for Students with Mild/Moderate Disabilities I	This course covers empirically validated instructional procedures in reading for students with mild/moderate disabilities. The focus will be on assessing, planning, and implementing appropriate instructional procedures and monitoring students' progress.
EDUC 431 Explicit Instruction Math Methods	This course introduces teaching numeracy and math using the principles of explicit instruction and a mathematical mindset approach. Explicit instruction is an approach to teaching that is systematic, direct, engaging, and success-oriented. It is backed by decades of efficacy research and is a proven method for teaching students who are struggling to learn. A mathematical mindset is embedding a growth mindset into daily instruction and conversations with students learning math.
EDUC 430 Evidence-Based Behavior Management in a Multi-Tiered System of Support	This class prepares teachers to understand the characteristics of students with behavior disabilities, to develop effective interventions, and to conduct a functional behavior assessment (FBA). Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
EDUC 429 Universal Design for Learning in Special Education	This course will focus on teaching content to students with disabilities through the Universal Design for Learning Framework. Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
Senior Year	
Fall Semester	
EDUC 326 Assessment for Instructional Decision Making	This course provides an overview of the fundamentals of using assessment data to make instructional planning decisions that pre-service educators will need in their advanced coursework and classrooms. Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
EDUC 330 Reading Instruction for Students with Mild/Moderate Disabilities II,	This course covers empirically validated reading instruction for secondary students with mild/moderate disabilities. The focus will be on assessing, planning, and implementing appropriate instructional procedures, and monitoring students' progress. Enrollment Requirements: Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
EDUC 503 Sheltered English Immersion,	This course introduces and assesses the 11 Sheltered English Immersion (SEI) Standards fulfilling the SEI Endorsement requirement for teacher licensure in Massachusetts. Course content prepares PK-12 preservice teachers with the theoretical, cultural, political, linguistic, and instructional tools for effectively promoting the language development of English language learners. Enrollment Requirements: For CTEP elementary and PK-8 Moderate Disabilities licensure students only. This is the required Sheltered English Immersion Endorsement course for undergrads in Elem Ed 4+1.

EDUC 398 Pre-Practicum	Open to Special Education majors in the College of Education. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the department.
Spring Semester	
EDUC 500 Student Teaching	Student Teaching. A 16-week field experience under the tutelage of a cooperating teacher and University supervisor in an approved school system. Enrollment Requirements: This course is open to Education majors only. Field Experience for Special Education majors. Enrollment in this course is restricted to students enrolled in the Special Education Undergraduate program. Special Education majors will be enrolled in this course by the Educator Preparation office once the required forms are completed.
EDUC 494RI Educational Issues in Real World Contexts (Integrative Learning Experience),	Students will be challenged to reflect on and apply prior learning experiences to newer/current educational issues in order to gain a deeper perspective on those issues and develop possible solutions to problems. This course will utilize reflection, inquiry, and action that lead to the development of an action-based research project aiming to study educational issues in real-world contexts. Working with their peers, students will develop an action research project which will culminate in a poster session to share results. Satisfies the Integrative Experience requirement for BA-Educ majors and BA- or BS-Psych majors seeking an Educ minor.

MTEL Requirements

You will take courses in Special Education during your Junior year. **During the summer between junior and senior year, it is suggested that you take and pass all of the MTELS required to obtain a Mild to Moderate Disabilities License (Special Education License).** You will continue to take Special Education while you complete your Pre-Practicum Field experience in the Fall and your Practicum Field Experience in the Spring.

Special Education licensure requires candidates to complete 3 MTELS: Communication and Literacy, Foundations of Reading, and General Curriculum (Multi-Subject & STEM). Students are strongly encouraged to complete all MTELs before student teaching. Students who do not complete the MTEL requirements will not be licensed by the Commonwealth of Massachusetts.

For both this program and eligibility for educator licensure, you must complete the following Massachusetts Tests for Educator Licensure (MTEL):

- Communication and Literacy Skills Reading and Writing Subtests: Taken prior to admission into the program, and recommended to be taken at the Beginning of December of your Sophomore year.
- Foundations of Reading (190): Taken after EDUC329 (Spring of Junior Year), and the test must be taken the summer after your Junior Year.

- ❖ General Curriculum (Multi-Subject & Mathematics Subtests): Taken after Math 113 & 114, recommended to be taken the summer after your Junior year, or earlier (summer after your Sophomore year).

Admission to Practicum

Students must be in good standing with their coursework to be eligible to proceed into the practicum. No student teacher may begin their spring practicum placement with incompletes or failing grades in their education coursework. See the Advising and Performance Concerns Policy below for additional information on the process if students require support with meeting expectations.

Additionally, in Massachusetts, all Educator Preparation candidates are required to pass gateway tasks as part of their preparation and licensure process. These gateway tasks consist of assessments that evaluate students' readiness to advance to the next stage of their educator preparation program. The tasks allow students to demonstrate their knowledge, skills, and dispositions aligned with state standards and expectations for educators. Successful completion of these gateway tasks ensures that students have met the necessary benchmarks and are adequately prepared to enter the Special Education (Mild-Moderate Disabilities) workforce, contributing to the overall quality and effectiveness of the educator workforce.

- Gateway 1: EDUC 329 Reading I - Final Project
- Gateway 2: EDUC 330 Reading II - Final Project

Throughout the program, candidates must submit a series of Licensure Forms (L Forms) to initiate and progress through the licensure process. The Ed Prep Site has all relevant L Forms and instructions.

Section Three: Policies and Procedures

In addition to meeting the expectations outlined in the UMass Amherst Code of Student Conduct (see the Ed Prep Office Handbook for more information), we have policies that delineate the essential expectations governing the student's journey. This section specifies the professional dispositions required of candidates to ensure alignment with the program's expectations for effective practice. Additionally, it encompasses the advising policy and the process for students who need additional support. Familiarity with these policies is crucial for navigating the program and achieving success as an educator.

The Special Education (Mild-Moderate Disabilities) program expects students to behave professionally on and off campus. This means that when students are in UMass classes, they are on time, attentive, and fully engaged.

Cell phones: Student teachers are expected to adhere to the same professional standards as certified educators. Therefore, the use of personal cell phones during instructional time, student supervision, and other professional responsibilities is strictly prohibited. This policy ensures that student teachers remain fully engaged in their teaching responsibilities, modeling appropriate technology use for students.

Photos: Student teachers are strictly prohibited from taking, storing, or sharing photos, videos, or audio recordings of students without explicit written permission from the school administration and parents/guardians. This policy supports legal and professional responsibilities in maintaining student privacy

Advising Policy

Once a student is admitted to the Special Education (Mild-Moderate Disabilities) program, they are assigned a faculty advisor who will review their program of study with them and ensure the student remains on track to meet all program expectations. Students meet with their advisor at least twice a year. It is the student's responsibility to reach out to their advisor if they require support towards meeting program expectations.

Student Support Policy

In the Special Education (Mild-Moderate Disabilities) Program, we believe every student can thrive and meet our program's rigorous expectations. Occasionally, students require additional support regarding their performance and/or their teaching placement. This section of the handbook outlines the procedures and resources available for providing additional support to students who may need it. Our approach is designed to be both responsive and personalized. We employ a collaborative process that involves a team to create tailored interventions and strategies. By addressing individual needs through targeted support and continuous assessment, we strive to foster an inclusive and nurturing environment where all students can achieve their full potential.

Performance Support – A need for additional support may be raised by the student, Special Education (Mild-Moderate Disabilities) faculty, advisor, supervising practitioner, or program supervisor and may include punctuality, attendance, adequate progress in lesson planning and instruction, classroom management, or professionalism.

Intervention during coursework will likely proceed in the following sequence.

- The additional need for support is brought to the attention of the Special Education (Mild-Moderate Disabilities) Coordinator.
- An Action Plan addressing the focus of the need for support is drafted, if appropriate, and presented to the student, the program coordinator, and the course instructor for review and signatures. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.
- Per the Action Plan, further meetings will be arranged to evaluate the success of the preliminary interventions and determine the next steps.

Intervention during field-based experiences will likely proceed in the following sequence.

- Additional need for support is brought to the attention of the Program Supervisor, who notifies the Special Education (Mild-Moderate Disabilities) Coordinator of the problem.
- An Action Plan addressing the focus of concern is drafted, if appropriate, and presented to the supervisory team (Supervising Practitioner and Program Supervisor) for review. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.
- The supervisory team will meet to explain the Action Plan to the student teacher.
- Further meetings will be arranged, per the Action Plan, to evaluate the success of the preliminary interventions or to determine further action.

If preliminary interventions do not adequately address the identified areas of concern, or if circumstances are so serious that immediate action is necessary, the following options can be considered.

- Probationary status is assumed upon the necessitation of an Action Plan.
- Enter the spring semester on probation.
- Lengthen or repeat the practicum.
- Failing grade in the practicum.
- Termination of the student teacher's recommendation for licensure.

Placement Support – Placement concerns may deal more with conflicts in philosophy or other personal matters that cause either the student teacher or the supervising practitioner to feel unable to continue with the placement. If attempts at open communication and/or mediation, with the help of the program supervisor, have been unsuccessful, the supervisory team may decide that a move to another classroom is in the best interest of the student teacher. This decision typically would not be made until six weeks into the fall semester and four weeks into

the spring semester. If a move is authorized, and adequate progress is not made in the second placement, the options listed above will be considered.

Tk20 Uploads and Candidate Assessment of Performance (CAP)

The Special Education (Mild-Moderate Disabilities) program requires students to purchase the data management system Tk20 upon admission to licensure. Uploading all required documents, including CAP evidence, to Tk20 is a requirement for program completion, graduation, and licensure. Students whose Tk20 uploads are not complete will receive an incomplete in practicum and will not be recommended for licensure until they are verified.

UMass and Practicum School Closure Policy

If your placement school is closed due to inclement weather (or any other unforeseen event), your student teaching will be canceled for the day. If UMass remains open, university courses will continue as scheduled. If UMass is closed, your student teaching and courses will be canceled for the day, even if your placement school remains open.

Field-Based Experiences - Attendance Policy

Student teachers are expected to be at their placements on time each day and are expected to remain in their placements until the determined ending time. Student teachers are required to notify their supervising practitioner and program supervisor if they will be absent from their placement. Notification should be made as soon as the student teacher knows they will be absent and before the school day starts. The student teacher should provide lesson plans to the supervising practitioner for any scheduled teaching. Be sure to record all absences on the Practicum Log.

Keep all documentation of extended illnesses (Health Services notes/doctors' notes) and submit them to the program coordinator. Excessive tardies or absences may result in the need for make-up days during the final exam period, in January, or after the end of the spring semester.

Field-Based Experiences - Substitute Teaching Policy

It is the Special Education (Mild-Moderate Disabilities) Program's policy that no student teacher may substitute teach in his or her mentor's classroom during the Fall without permission of the program supervisor. Student teachers may not substitute in other classrooms during the Fall practicums. During the Spring practicum, substitute teaching is allowed. Student teachers must let their program supervisor know if they will be substitute teaching.

Field-Based Experiences - Transportation Policy

Diverse and extensive fieldwork is a critical component of the Special Education (Mild-Moderate Disabilities) Program and a requirement of MA DESE. The Special Education (Mild-Moderate Disabilities) Program strives to find high-quality placements in a variety of education settings. Student teachers are typically placed at field placement sites located within about 30 miles of UMass. Public transportation is not available at most sites, so it is the student teacher's responsibility to ensure they have adequate and reliable transportation to their field practicum sites.

Field-Based Experiences - March Break Policy

During your Spring Practicum, you are expected to attend your student teaching practicum placement during UMass Amherst's scheduled March Break. **There are no exceptions to this policy. Please plan accordingly.**

Field-Based Experiences - Dress Policy

The Special Education (Mild-Moderate Disabilities) Program does not maintain a dress code; however, we do expect student teachers to dress consistent with the expectations of their field placement sites and their role as an educator. Student teachers should become familiar with the norms, expectations, and dress codes of their field placement sites.

Professional Dispositions

Maintaining professional dispositions is an essential component of our program.

Professional Dispositions for Special Education (Mild-Moderate Disabilities) Teachers

Teacher Candidate _____ Date_____

For use by students as self-assessment, faculty members, program supervisors or supervising practitioners.

Disposition[1]	**Rating**
Takes responsibility for own learning and growth	
Completes tasks in a timely manner	
Is consistently present and engaged in courses, seminar and fieldwork	
Uses appropriate professional language and tone in written and oral communication	

Is a thoughtful and responsive listener and observer	
Is respectful and positive in interactions with peers, faculty, supervisors & mentors	
Manages and uses technology appropriately (including appropriate use of cell phones and computers during classes, seminars, and field placements)	
Dresses in a manner appropriate to a professional setting	
Demonstrates ethical behavior with children and families	
Manages stress and differences of opinion professionally	
Is positive and reflective in response to feedback	
Models behaviors that demonstrate respect for differences in others	
Demonstrates age-appropriate expectations for and interactions with children	
Demonstrates a belief that all learners can achieve at high levels	
Demonstrates enthusiasm and passion for the teaching/learning process	

2 On Target 1 Concern 0 Support Needed

Assessor _____

Assessor's Signature _____

Section Four: Field-Based Experiences

As you embark on your journey through the Special Education (Mild-Moderate Disabilities) Program, your hands-on experience in classrooms will play a crucial role in bridging theory with practice. Below, we outline the structure and expectations of your field-based experiences. These experiences are designed to provide you with a comprehensive understanding of teaching methodologies, classroom management, and student engagement. From initial observations to gradually taking on teaching responsibilities, these field placements are integral to your development as an effective educator. Understanding the progression of your involvement and responsibilities during these pre-practicum and practicum phases will help you prepare for the transformative learning experiences ahead.

SAFIS

The SAFIS (fingerprinting) is a requirement for all students planning to enter a practicum, student teaching, internship, pre-practicum, or any other field experience where you will be working with students. These forms must be sent to both UMass and the districts.

Important Notes:

- List districts: It is better to list more districts rather than fewer, especially if your placement is not confirmed. Please get the codes before going to register (see DESE organizational codes, attached, or website). Note: Always list Amhers,t as they are willing to share results in the future.
- Plan on the SAFIS costing $35 or $55: The cost for most students is $35. If you are a current teacher, it is $55.
- Fill out forms and send to multiple districts and UMass:

Minimally, you must send a "_SAFIS RECEIPT FORM_" to:

- The district(s) in which you plan to do your field experience,
- The UMass Ed Prep office (stephany@umass.edu) and to
- Amherst, so they can keep your results on file.

In addition, districts should send your SAFIS form in separate emails so you can explain who you are. This could mean 3-4 forms are sent for each student.

For those who have done the SAFIS before: If you have done the SAFIS within the past year but did not send results to the district you plan to be in next year, you must do the footwork to request that a "SUITABILITY DETERMINATION" is sent from a district you did send your scores to previously to the new district that you plan to work in (or student teach in, etc.). Not all districts will do this or accept these. If they do, it is your job to facilitate that information sharing.

For additional information about this process and/or field experiences, please contact Ann Stephany at stephany@umass.edu or 413-545-4325.

CORI

A name-based criminal record check (CORI) returns information on available Massachusetts arraignments. This type of criminal record check is done by submitting the name and date of birth of a person. That information is then searched against Massachusetts court records to determine if there is a possible record for that person. This type of criminal record check contains only Massachusetts information and is not fingerprint supported.

Please note that it may take up to ten (10) business days to receive the results of a CORI request.

Important Notes:

- Each district has its own CORI form. You will request your form from the front desk of the School you are assigned to.
- For each district that you work in, you will need to complete a new CORI

Fall Pre-Practicum

During your fall semester in Special Education (Mild-Moderate Disabilities), you will complete about 150 hours of pre-practicum in a local public school. As part of this pre-practicum experience, you will observe and actively participate in the teaching/learning process. Throughout the semester, you will gradually assume responsibility for the instruction of small groups and the whole class.

While there is considerable flexibility in the way student teachers participate in their field placement classrooms, they are expected to observe, assist, and teach. Student teachers generally begin by observing the teacher/classroom/children. Next, they assist the teacher or work with children individually or in small groups. Finally, they take responsibility for the planning and teaching periods of the day or subject areas. The following is one example of how this might look: https://websites.umass.edu/specialedlicensure/

Weeks One through Three
General Guidelines
● Welcome to your new position! ● The candidate begins acclimating to the setting and engaging in instructional activities
Weeks Four through Six
General Guidelines
● The candidate assumes responsibility for one component of teacher responsibilities
Weeks Seven Through Nine
General Guidelines
● The candidate assumes responsibility for two or three components of teacher responsibilities.
Weeks Ten through Twelve
General Guidelines
● The candidate assumes responsibility for three or four components of teacher responsibilities.
Weeks Thirteen through Fifteen
General Guidelines

- The candidate assumes responsibility for **most** components of teacher responsibilities. During the last weeks, I began to reduce teachers' responsibility in preparation for the transition out of school. Prepare students for your departure.

Roles and Responsibilities of the Student Teacher (Teacher Candidate) during Fall Pre-Practicum:

Learning about your School Community - Familiarize yourself with:

- Physical layout of the school building
- School personnel (teachers, principal, administrative assistants, custodians, cafeteria staff, counselors)
- Available resources, equipment, media technology, student support services (i.e. computers, smart boards, after-school child care, tutoring, etc.)
- Services of the school library
- Schedules (school calendar, specials such as music or P.E., lunch, recess)
- School handbook (Parent/Student and Staff), policies, special concerns of the school community
- School policies addressing holidays
- Snow day procedures and communication

Professional Behavior

- Participate fully in the pre-practicum experience (i.e., do not use your cell phone, do homework, etc., during the time in the classroom).
- Build positive relationships with children, parents, mentors, and colleagues
- Adhere to all Special Education (Mild-Moderate Disabilities) program policies
- Become familiar with and adhere to school policies
- Attend to Professional Dispositions

Expectations for Student-Teacher Involvement

- Getting Started
    - Write a Letter to Families introducing yourself. Have your supervising practitioner and program supervisor review your letter before you send it home.
    - Take initiative
    - Ask questions, share thoughts and concerns
    - Become familiar with curriculum materials, textbooks, manuals, kits, manipulatives
    - Observe and listen to the children
    - Learn about the students' families, communities, and outside interests
    - Maintain your Practicum Log

    - Observe the mentor teacher's behaviors: verbal and non-verbal cues, organization & transition strategies, language, problem-solving, & behavior management
- Ongoing Interactions with Others
    - Communicate regularly with your supervising practitioner and program supervisor
    - Be open to constructive feedback
    - Collaborate with specialists
    - Maintain communication with families
- Assuming Responsibility for Classroom Activities
    - Be prepared for lessons, observations, meetings
    - Plan and implement lessons across the curriculum and for the whole child, including small groups lessons, centers, and whole groups.
    - Complete lesson plans for all teaching
    - Works with individuals, small groups, and the whole class
    - Be available for school events attended by teachers and special family events when possible
    - Gradually assume responsibility in the classroom building toward lead teach toward the end of the practicum experience (3-5 mornings fall semester)

Licensure Requirements

- You will be formally observed 2 times during your fall placement. Each formal observation must include a lesson plan, observer feedback, and your post-teaching reflection. Formal observations are uploaded to Tk20.
- Complete all Tk20 uploads.

Roles and Responsibilities of the Supervising Practitioner during the Fall Pre- Practicum

Each teacher is assigned to a classroom. The teacher in that classroom is the student's Supervising Practitioner or mentor teacher. The Supervising Practitioner serves as a direct support for the student, providing feedback on their skills and modeling excellent teaching. The roles and responsibilities of the Supervising Practitioner are summarized below.

Involving Your Student Teacher

Orient Your Student Teacher to the Classroom and the School

- Discuss with the student teacher the procedures of the classroom, teaching practices, and the rationales underlying them.
- Schedule a regular weekly time to discuss planning and classroom interactions with student teachers.
- Create a plan for the student teacher to assume responsibility gradually.

- Review the student teacher's letter to families.
- Support the student teacher to become familiar with school policies and procedures and curriculum materials

Student Teacher Ongoing Participation in the Classroom

- Assist the student teacher in planning their participation in the classroom. The student teacher should begin by observing and assisting and gradually assume teaching responsibilities (see Progressing through the fall practicum).
- Plan with the student teacher, review lesson plans prior to implementation, and give helpful feedback.
- Reflect with the student teacher prior to and following the implementation of lesson plans.
- Share any questions and concerns with the student teacher and the program supervisor.
- Initial the student teacher's practicum log.

Providing Student Teacher Feedback

- Provide frequent informal feedback.
- Plan regular times to plan and debrief with the student teacher.

Roles and Responsibilities of the Program Supervisor during the Fall Pre-Practicum

In addition to a supervising practitioner, each student teacher will be assigned a program supervisor. The program supervisor acts as the liaison between schools and the university. The roles and responsibilities of the program supervisor are summarized below.

Introductory Work

- Write a letter introducing yourself to your student teachers and supervising practitioners. Include contact information and special requests regarding communication.
- Plan an informal visit to each classroom to begin to learn about the setting.
- Schedule the 1st Meeting with the teacher candidate. Meetings must be held during the first 2 weeks.
- Plan when you will be in the school each week and visiting the classroom. Obtain the classroom's weekly schedule.
- Participate in CAP training.
- Attend weekly meetings with the Supervising Coordinator and seminars with students if possible.

Involvement with the Student Teacher

- Getting Started
    - Support the student, teacher, and the mentor in establishing regular communication.
    - Review student teacher's letter to families
    - Track the student teacher's progress by reviewing the Practicum Log
- Ongoing Participation with the Student Teacher

- Visit the student teacher twice for official observations.
- Provide support to the student teacher and supervising practitioner in meeting practicum expectations.
- Review and provide feedback on lesson plans.
- Provide a written summary of formal observations to the student teacher.
- Participate in seminars with student teachers.

Pre-Practicum Skills Checklist:

Below is the UMass Amherst Checklist for pre-practicum for Special Educators. You will work with your Supervisor and Host teacher to complete the tasks below. Please note that some settings may make it challenging to complete specific tasks, especially regarding Assessment, Instruction, and Behavior Management. This checklist is meant to be a guide for the opportunities that exposure to will aid in your full Practicum placement.

Initial Preparation	**Complete**	**In Process**	**N/A**
Completed L2-PPC			
Completed CORI at Placement District			
Completed Fingerprinting at the Placement District			
Initial Activities			
Contacted Placement Host Teacher			
Visited Placement School			
Completed First Pre-Practicum Site Visit			
Assessment, Instruction, Behavior Management			

Conducted a reading assessment with a student with special needs			
Conducted a math assessment with a student with special needs			
Conducted a general academic assessment with a student with special needs			
Conducted a behavioral assessment of a student with special needs			
Conducted a behavioral observation of a student with special needs			
Supported an individual student with special needs on their academic work			
Supported a small group of students with special needs on their academic work			
Taught reading to an individual student with special needs			
Taught reading to a small group of students with special needs			
Taught reading to a full class of students with special needs			
Taught other content to an individual student with special needs			
Taught other content to a small group of students with special needs			
Taught other content to a full class of students with special needs			
Developed a lesson plan that was implemented with one or more students with special needs			
Implemented a behavior intervention with a student with special needs			

Implemented a behavior intervention with a group of students with special needs			
Develop an individualized behavior intervention (not necessarily a BIP)			
Forms and Activities			
Read an IEP			
Participated in an IEP meeting (including observation of a meeting)			
Read a 504 Plan			
Participated in a 504 meeting (including observation of a meeting)			
Activities with UMass Field-Based Supervisor			
Completed first One-on-One with Field-Based Supervisor			
Completed First Observation by Field-Based Supervisor			
Completed the First Follow-up Session with the Field-Based Supervisor			
Completed Second Observation by Field-Based Supervisor			
Completed Second Follow-up Session with Field-Based Supervisor			
Final Activities			
Complete 150 Hours in Placement			

Submit Pre-practicum Tk-20 Assessment			

Spring Practicum

During your spring semester, you will complete a full-time practicum in a local public school. You will initially spend some time observing, but you will then quickly assume responsibility for the instruction of small groups and the whole class. Eventually, you will take full responsibility for the classroom. Special Education (Mild-Moderate Disabilities) candidates complete at least 300 hours of practicum work over the semester.

While there is considerable flexibility in the way student teachers participate in their field placement classrooms, they are expected to observe, assist, and teach. Student teachers generally begin by observing the teacher/classroom/children. Next, they assist the teacher or work with children individually or in small groups. Finally, they take responsibility for the planning and teaching periods of the day or subject areas. Their experience concludes with a week where they are fully in charge. The following is one example of how this might look: https://websites.umass.edu/specialedlicensure/licensure-spring-timeline-b/

Weeks One and Two

General Guidelines

- Welcome to your new position!
- The candidate begins acclimating to the setting and engaging in instructional activities.

Weeks Three and Four

General Guidelines

- The candidate assumes responsibility for one component of teacher responsibilities.

Weeks Five and Six

General Guidelines

- Candidate assumes responsibility for half of teacher responsibilities

Weeks Sevel and Eight

General Guidelines

- The candidate assumes responsibility for three-quarters of the teacher's responsibilities.

Weeks Nine and Ten

General Guidelines

- The candidate assumes responsibility for all teacher responsibilities.

Weeks Eleven and Twelve

General Guidelines

- The candidate begins reducing the responsibility for the teacher to transition out.
- The candidate prepares students for departure.

Week Thirteen

General Guidelines

- Final Week!
- The candidate implements transition plans.
- The candidate says goodbye and thanks tthe eachers and students

Roles and Responsibilities of the Student Teacher (Teacher Candidate) during Spring Practicum

Learning about your School Community- Familiarize yourself with:

- Physical layout of the school building
- School personnel (teachers, principal, administrative assistants, custodians, cafeteria staff, counselors)
- Available resources, equipment, media technology, student support services (i.e., computers, smart boards, after-school child care, tutoring, etc.)
- Services of the school library
- Schedules (school calendar, specials such as music or P.E., lunch, recess)
- School handbook (Parent/Student and Staff), policies, special concerns of the school community
- School policies addressing holidays
- Snow day procedures and communication

Professional Behavior

- Participate fully in the practicum experience (ie do not use your cell phone, do homework, etc., during the time in the classroom).
- Build positive relationships with children, parents, mentors, and colleagues
- Adhere to all Special Education (Mild-Moderate Disabilities) program policies
- Become familiar with and adhere to school policies
- Attend to Professional Dispositions

Expectations for Student-Teacher Involvement

- Getting Started
    - Write a Letter to Families introducing yourself. Have your supervising practitioner and program supervisor review your letter before you send it home.
    - Take initiative
    - Ask questions, share thoughts and concerns

    - Become familiar with curriculum materials, textbooks, manuals, kits, manipulatives
    - Observe and listen to the children
    - Learn about the students' families, communities, and outside interests
    - Maintain your Practicum Log
    - Observe your mentor teacher's behaviors: verbal and non-verbal cues, organization & transition strategies, language, problem-solving, & behavior management
- Ongoing Interactions with Others
    - Communicate regularly with your supervising practitioner and program supervisor
    - Be open to constructive feedback
    - Collaborate with specialists
    - Maintain communication with families
- Assuming Responsibility for Classroom Activities
    - Be prepared for lessons, observations, meetings
    - Plan and implement lessons across the curriculum and for the whole child
    - Complete lesson plans for all teaching
    - Work with individuals, small groups, and the whole class
    - Be available for school events attended by teachers and special family events when possible
    - Gradually assume responsibility in the classroom building toward lead teach toward the end of the practicum experience (1 week)

Licensure Requirements

- Facilitate planning of 3 Three-Way Meetings among the Student teacher, Program Supervisor, and Supervising Practitioner at the beginning, middle, and end of the practicum.
    - Each meeting has a protocol.
    - The 1st 3-Way meeting includes a discussion of your Professional Practice Goal.
    - The 2nd and 3rd 3-Way meetings include completion of the CAP Assessment. The student teacher is responsible for providing evidence of each essential element of the CAP
    - The L3 form is signed at the final 3-way Meeting. The student teacher will submit the original L3 form to the Licensure Office.
- At least four times, you will be formally observed by your supervising practitioner and/or your mentor teacher. Two of these observations will be announced, and two will be unannounced.

    - Announced observations must include a lesson plan and be scheduled far enough in advance to allow you to receive feedback on your plan (3-day minimum).
    - Lesson plans, observer feedback, and post-teaching reflections are collected and uploaded to Tk20.
- Develop and work towards your Professional Practice Goal. Upload the final version and reflection to Tk20.
- Working with your supervising practitioner, complete the Measure of Student Learning and upload the final version to Tk20.
- Gather and analyze Student Feedback on your performance. Upload the reflection to Tk20.
- Complete the CAP formative (middle of the semester) and summative (end of the semester) assessments.
- CAP Artifacts: Upload at least three pieces of evidence for each essential element to Tk20.
- Complete all Tk20 uploads

Lead Teach Week

- Near the end of the semester, you will assume full responsibility for the classroom for one full week.
- You should develop an overview for this week and write daily lesson plans for each core subject.
- Have your overview and lesson plans approved by your supervising practitioner and your program supervisor.

Lead Teach Spring Semester

Lead Teaching provides the student teacher with an opportunity to be fully in charge of the classroom for a short time. Student teachers are expected to plan for and assume primary responsibility for instruction for three to five mornings across content areas/activities jointly agreed on by the supervising practitioner and the student teacher. All lesson plans should be available for review by the program supervisor at least one week before planned implementation

1. The student teacher selects, with a supervising practitioner, a one-week period toward the end of the practicum for Lead Teach.
2. The student teacher plans for Lead Teach. The supervising practitioner guides and supports the process, and the program supervisor is available to assist.
3. The student teacher creates a detailed daily overview for an entire week in plan book fashion. The detailed daily overview includes plans and timing for all aspects of the day (Morning Meeting, each subject area, transitions, homework, etc.). The student teacher begins Lead Teach only after obtaining approval from the supervising

practitioner and program supervisor of the plan book style detailed daily overview. The student teacher submits this overview for approval at least one week before Lead Teach begins.

4. The supervising practitioner and program supervisor provide timely feedback, and the student teacher adjusts plans accordingly and resubmits.
5. The student teacher is observed formally at least once during Lead Teach.
6. As Lead Teach progresses, the student teacher revises daily plans as needed in relation to student learning and writes brief self-reflective notes at the end of each day.

Roles and Responsibilities of the Supervising Practitioner During Practicum

Involving Your Student Teacher

- Orient Your Student Teacher to the Classroom and the School
    - Discuss with student teachers the procedures of the classroom, teaching practices, and the rationales underlying them.
    - Schedule a regular weekly time to discuss planning and classroom interactions with student teachers.
    - Create a plan for the student teacher to assume responsibility gradually.
    - Review the student teacher's letter to families.
    - Support the student teacher to become familiar with school policies and procedures and curriculum materials
- Student Teacher Ongoing Participation in the Classroom
    - Assist the student teacher in planning their participation in the classroom. The student teacher should begin by observing and assisting and gradually assume teaching responsibilities (see Progressing through the spring practicum).
    - Plan with student teacher, review lesson plans prior to implementation, and give helpful feedback.
    - Reflect with the student teacher prior to and following the implementation of lesson plans.
    - Share any questions or concerns with the student teacher and the program supervisor.
    - Initial the student teacher's practicum log.
- Providing Student Teacher Feedback
    - Conduct a formal observation at least twice during the placement. Provide the student with a written summary of the observation (see licensure requirements).
    - Provide frequent informal feedback.
    - Plan regular times to plan and debrief with the student teacher.
- Lead Teach Week

    - Review lead teach overview and lesson plans.
    - Be prepared to assist the student teacher as needed during their lead teaching.

Licensure Requirements

- Complete the Candidate Assessment of Performance (CAP) training offered by the university's licensure office.
- Participate in 3-way Meetings at the beginning, middle, and end of the placement.
- Complete the CAP rubric prior to the second and third 3-Way Meetings.
- Formally observe the student-teacher at least twice. Formal observations are done using the CAP observation form.
- Support the student to complete the Measure of Student Learning and Student Feedback activities.
- Write a summary statement for the student teacher's CAP. (The summary statement is similar to a letter of recommendation and details the student teacher's progress during student teaching.)

Role and Responsibilities of Program Supervisor during the Spring Practicum

In addition to a supervising practitioner, each student teacher will be assigned a program supervisor. The program supervisor acts as the liaison between schools and the university. The roles and responsibilities of the program supervisor are summarized below.

Introductory Work

- Write an email introducing yourself to your student teachers and supervising practitioners. Include contact information and special communication requests.
- Plan an informal visit to each classroom to begin to learn about the setting.
- Schedule the 1st Three-Way Meeting. Meetings must be held during the first 2 weeks.
- Plan when you will be in the school each week and visiting the classroom. Obtain the classroom's weekly schedule.
- Familiarize yourself with the Early Childhood Student Teaching Handbook and participate in CAP/Supervision training.

Involvement with the Student Teacher

- Getting Started
    - Support the student, teacher, and the mentor in establishing regular communication.
    - Review student teacher's letter to families
    - Track the student teacher's progress by reviewing the Practicum Log and Google Folder

- Ongoing Participation with the Student Teacher
    - Visit the student teacher at least every other week for informal or formal observations.
    - Provide support to the student teacher and supervising practitioner in meeting practicum expectations.
    - Review and provide feedback on lesson plans.
    - Participate in the seminars with student teachers.
- Lead Teach
    - Provide planning support.
    - If possible, conduct a formal observation during lead teaching.

Licensure Requirements

- Conduct 3-way Meetings at the beginning, middle, and end of the placement. Provide written summaries of 3-way meetings to student teachers.
- Support the student in the development of the Professional Practice Goal.
- Formally observe the student-teacher at least twice using the CAP observation form.
- Summarize the Formative and Summative Candidate Assessment of Performance (CAP).
- Upload the four CAP observations (supervising practitioners and program supervisors),
- Aid students in creation of CAP artifacts and corrisopnding write-ups for each essential element.
- Formative and Summative Assessment and teacher summary paragraph to Tk20.

Candidate Assessment of Performance (CAP) Essential Elements

Teacher Candidates in Massachusetts are responsible for proficiency in seven essential skills (called elements) that make up a key part of the Massachusetts Professional Teacher Standards deemed most necessary for beginning teachers. In addition, Special Education (Mild-Moderate Disabilities) Candidates are expected to develop proficiency in the area of Socially Just Teaching. The elements and social justice teaching are defined here:

The Seven Essential Elements of CAP and Socially Just Teaching:

Standard	Element	Proficient Descriptor

Standard I: Curriculum, Planning, and Assessment	I-A-1 Subject Matter Knowledge	Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. • Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
	I-C-2 Adjustments to Practice	Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.
Standard II: Teaching All Students	II-A-1 High Expectations and Support	Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars).

		• Reinforcing perseverance and effort with challenging content and tasks
	II-A-3 Inclusive Instruction	Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding.

	II-B-2 Safe Learning Environment	Creates and maintains a safe, supportive, and inclusive environment by: • Establishing, with student input, classroom routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely. • Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
Standard III: Family and Community Engagement	III-C-1 Collaboration on Student Learning and Well-Being	Partners with families to support students' learning and well-being by: • Leveraging families' cultural and linguistic knowledge and expertise as assets. • Engaging with families about what students are learning in the classroom and expectations for student success. • Collaboratively identifying and seeking family input on strategies and resources for supporting student learning and growth in and out of school.
Standard IV: Professional Culture	IV-A-1 Reflective Practice	Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

Social Justice		Instructional practices, classroom culture, and family and community engagement frequently reflect the principles of social justice education of identity, justice, diversity, and action. Critical engagement, honoring of student experiences, social and emotional safety, and culturally sensitive communication are evidenced in classroom practice.

Proficiency in these elements is evidence-based. This means there must be clear, documented evidence, selected by the teacher candidates themselves, showing they have met proficiency. Five categories of evidence are used in documentation:

- Observations
- Measure of Student Learning
- Student Feedback
- Candidate Artifacts
- Professional Practice Goal

Evidence Required for Each Essential Element

Essential Element	Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
1.A.1: Subject Matter Knowledge	✓	✓			✓		✓	✓
1.A.3: Well-Structured Units and Lessons	✓	✓			✓		✓	✓
1.B.2: Adjustments to Practice			✓	✓	✓		✓	✓
2.A.3: Meeting Diverse needs			✓		✓		✓	✓
2.B.1: Safe Learning Environment		✓				✓	✓	✓
2.E.1: High Expectations	✓					✓	✓	✓
4.A.1: Reflective Practice					✓	✓	✓	✓

CAP Three-Way Meeting Protocols

There are three 20-30 minute three-way meetings for the student teacher, supervising practitioner, and program supervisor to discuss the student teacher's progress during each early childhood practicum.

First 3-Way Meeting (Takes place at the beginning)

- Plan for student-teacher participation and student-teacher/mentor communication. Provide feedback on the development of Professional Practice Goal (spring only)
- Schedule observations.
- Set the date for the second 3-Way Meeting.

Second 3-Way Meeting (Takes place mid-practicum)

- Reflect on the mentoring process and student-teacher progress.
- Student teachers and supervising practitioners bring tentative scores for each rubric on the CAP. The student brings evidence of each of the six essential elements.
- Develop goals and next steps in relation to CAP Assessment.
- Determine Measure of Student Learning and plan for Student Feedback Discussion/data collection (spring only).
- Discuss dates and plans for Lead Teach.
- Set date for final 3-Way Meeting.

Final 3-Way Meeting (Takes place at the end of the practicum)

- Reflect on the mentoring process and student-teacher progress.
- Student teachers and supervising practitioners bring tentative scores for each rubric on the CAP Assessment with the intention of reaching a consensus during the meeting. The student teacher brings evidence of six essential elements. (Supervisor compiles scores and uploads to Tk20)
- Complete, date, initial, and sign the L3 form.

CAP Expectations

The Candidate Assessment of Performance (CAP) assesses a candidate's readiness to positively impact students' learning from their first day in a Massachusetts classroom. CAP's content and process mirror the experience of educators engaged in the Massachusetts Educator Evaluation Framework with key modifications to ensure that the assessment is appropriate for the context of preparation and is focused on the Essential Elements of practice for novice teachers. Aspects of the Massachusetts Educator Evaluation Framework that are replicated in CAP include:

- a five-stage process that includes self-assessment, goal setting, plan implementation, a formative assessment, and a summative assessment;
- the use of elements and performance descriptors from the Model Classroom Teacher Rubric; and
- performance assessment based on multiple measures, including:
    - evidence of growth in student learning

- Artifacts of practice
- Feedback from students
- announced and unannounced observations
- Progress toward a professional practice goal
-

All Special Education (Mild-Moderate Disabilities) students must meet the expectations as outlined in CAP, including demonstrating proficiency in seven essential elements.

Early Literacy Observation Tool

For Special Education (Mild-Moderate Disabilities) students choosing a PreK-8 Licence, there is an additional tool that supports classroom observers to identify and provide feedback on evidence-based and culturally and linguistically sustaining early literacy instructional practices aligned to Mass Literacy and the Massachusetts English Language Arts and Literacy Curriculum Framework. It is designed to be used in an observation of a Teacher Candidate during a full core literacy block, which should include three main components: foundational skills (as appropriate based on grade level and student need), engaging with complex text, and writing, with oral language developed throughout. Review the CAP Guidelines for the tool and additional information. The Early Literacy Observation tool will be used during the 3rd observation (second announced observation) of the Spring Practicum.

TK20

Tk20 stands for "Technology in Kindergarten through Age 20." It's an online portfolio system administered by UMass that serves multiple purposes. The Tk20 system allows your licensure program to collaborate with the Educator Preparation Office to track each student's progress toward licensure. Tk20 also allows students to upload assignments and documents specific to their program. Through Tk20, licensure candidates document their path to licensure for the university and the state, ensuring that once endorsed for licensure, they will have met all preparation requirements for your specific license. All licensure candidates are required to purchase a Tk20 account. This includes candidates in teacher licensure programs and those in specialist and administrative programs (e.g., school counseling, special education administrator). To learn more about the Tk20 system, visit the Ed Prep blog on getting started.

You can purchase a Tk20 license online. To purchase a license online, go here and click the button "Click here to purchase or register your student account" link (below the login fields) and follow the prompts on the subsequent screens.

Using Tk20

Once Licensure Candidates purchase a Tk20 account and complete their L1 Form, they will be able to log in and navigate some parts of Tk20. To log in, go to umass.Tk20.com and enter the username and password that were emailed to you when you first signed up for your account. It is highly recommended that students and faculty visit the TK20 FAQ pages to understand the many facets of TK20.

If you have any questions and the office is not currently open, please email Anthony Eastmond at tk20@educ.umass.edu. You can expect a response within 1-3 business days.

Phone: (413) 545-1191

Section Five: Appendix

Lesson Planning Template

All formal observations need a written lesson plan using this template
Lesson plans must be submitted to the observer 48 hours prior to teaching.

Lesson Plan Template

Please use this recommended template to submit to your Program Supervisor ahead of your announced observations.

Teacher Candidate Name: **Date/time:**

Class & Grade Level:

MA Framework/Standard to be addressed in this lesson	**Content Area Standard (e.g., NCTE, NCTM, etc.)**	**WIDA Standard**

Learning Objective(s):	
a) What do you want your students to know or be able to do by the end of the lesson? b) How will you explain why this learning objective is worthwhile? c) At which point(s) in the lesson will this objective(s) be observed/measured?	***a)*** *Students will* ***b)*** ***c)***
Well-Structured Lesson/Subject Matter Knowledge: *As you develop your lesson plan, please consider how/where the* ***Essential Elements*** *are reflected.*	

Activator: *A brief introductory activity that draws on students' linguistic and cultural resources and builds on their prior knowledge. This activity should be in their zone of current development.* 1. What will the students be doing in this activity and for how long? Be clear on the timing for the activator (e.g., 10 minutes) 2. What is the purpose of this activator? (e.g., activating schema, assessing prior knowledge, or hooking students' attention toward a new topic of study)? 3. How does the activator align with the entire lesson? ***Mini-lesson:*** *(teacher-directed) to scaffold new content knowledge and/or literacies practices* ***Body of Lesson:*** Describe the participation structures, context, and **time** for each learning activity in this lesson (e.g., Power point [10 min] teacher delivers presentation to whole group, students record content into graphic organizer, turn and talks at various points in presentation with the following prompts…) ● What activity(ies) will students complete? ● How will you scaffold new content knowledge (and literacy practices) in relation to your objectives? ● What class norms will you draw on/refer to in an effort to support varying and equitable student participation? ● How do learning activities support students in meeting the learning objective? ***Lesson Closure:*** ● What is your closing activity, and how does it allow students to connect to the content of the lesson? ● How will you make sure there is enough time to anchor the learning? How much time do you need to close the lesson?	

Checking for Understanding/Engagement:	
● What formative and/or summative tools/strategies will you apply to check for understanding throughout the lesson? Make reference to the activities you described in the *Body of Lesson* section. ● How will you know if students are engaged? ● How will you know that your learning objective(s) has been met? ● What ***adjustments*** do you anticipate needing to make based on these checks?	
Meeting Diverse Needs:	
● What modifications and/or accommodations are integrated for students across various readiness levels, interests, abilities, ELs, and students on IEPs? ● What scaffolds and/or inclusive practices are integrated for students across various readiness levels, interests, abilities, ELs, and students on IEPs? ● List UDL Features implemented to support student learning.	
Safe Learning Environment:	
● What rituals, routines, and appropriate responses were used to create and maintain a safe physical and intellectual environment? ● List the behavior management strategies used. ● List any SEL competencies addressed (CASEL's framework)	

Culturally responsive & Anti-bias/anti-racist (ABAR) approaches:	
The culturally responsive teaching "look-fors" resource (DESE) lists **observable, culturally responsive teacher and student actions, or look-fors,** for each of the seven focus elements. Please refer to the resource and identify planned culturally responsive teacher and student actions. ***a) How is this lesson culturally relevant or sustaining for your students?*** ***b) How are you integrating students' unique skills, interests, and backgrounds into this lesson?*** ***c) Does content reflect/affirm/allow space for students to explore varying identity(ies)?*** ***d) Does the lesson offer opportunities for students to engage in criticality that examines/analyzes/discusses issues of equity, justice, race, and/or power?***	
Materials/resources needed	
Consider all technology, materials, access to print or online tools, etc.	
Essential Elements	

Share a goal for professional growth that you will focus on in this lesson. Which **Essential Element** is your goal connected to? **In addition to the focus elements, are there other areas of your practice on which you would like feedback? **If it is not evident in the plans you have written above, please share how attention to the **required essential elements** for this lesson will be demonstrated and observed.	

Please describe the students in the class and any special conditions that may exist that will help your observer better understand your approach to this lesson