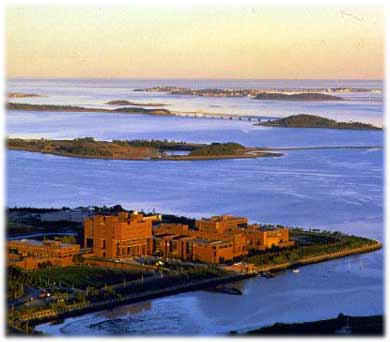
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**College of Education and Human Development**

Teacher of Students with Visual Impairments Program

Practicum Handbook

Revised Fall 2011

Janice Barron and Marybeth Dean

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**Introduction**

Dear Student Teacher, Supervising Practitioner or Program Supervisor,

The student teaching experience is a vital component of Teacher Preparation at UMass Boston. With the support of the supervising practitioner and the program supervisor, the student teacher must integrate the academic work that has preceded it with the practical experiences of the classroom. To make the student teaching experience successful for both the student teachers and for the students in the classrooms in which they teach, it is important that all the participants in the student teaching experience are actively involved and supported.

We, at the University, take our responsibility very seriously and see ourselves as advocates for our students and for the schools which accept them. It is important that we know how the experience is going and that you know we are always available to provide assistance. We also want your input as to how we can improve the way we prepare future educators.

Congratulations to the student teachers for being successful in their program thus far. We encourage you to continue your exemplary work during your student teacher experience. We would also like to thank the cooperating teachers for mentoring, guiding and sharing their rich experiences with these future teachers. We gratefully acknowledge the university supervisors as skilled and experienced teachers, who act both as liaisons in this enterprise as well as onsite faculty.

We understand, respect and admire classroom teachers for the knowledge, skills and dispositions they bring to the children they teach. Teaching remains a most important job occupied by caring professionals who can make a difference in the lives of children and their families. We appreciate your efforts on their behalf.

Office of Student Services and Professional Licensure

Aimee D’Avignon, Director-617-287-7492 [aimee.davignon@umb.edu](mailto:Elaine.Bauer@umb.edu)

**Other Contact Information**

UMass Boston’s website: [www.umb.edu](http://www.umb.edu)

Career Center: [www.careers.umb.edu](http://www.careers.umb.edu) Kathy Larson-617-287-5519

MA Department of Education <http://www.doe.mass.edu>

**University of Massachusetts Boston**

**Professional Education Unit Mission**

The Professional Education Unit (PEU) Mission is to prepare and provide professional development for thoughtful and responsive teachers and educational leaders, counselors, and school psychologists, to work effectively in urban schools and communities.

The Professional Education Unit is committed to fostering and enhancing the abilities of educational professionals to address the needs of children, adults, and families with a diversity of cultural, linguistic, and ethnic backgrounds, race, socioeconomic status, sexual orientation, and ability.

Through courses, clinical experiences, research projects, and multi-faceted partnerships, the Professional Education Unit offers intellectually stimulating, richly inclusive programs, in which the study of theory, research, and professional knowledge is integrated with practice and considerations of the ethical issues faced by educators. PEU's goal is to provide contexts and opportunities for the strengthening of reflective and critical thinking, and for the acquisition of valuable insights into nature of learning, thinking, personal and social development, and ways to support growth of individuals and groups.

The Professional Education Unit seeks to promote collaboration among educational professionals, stressing the ways in which teachers, administrators, counselors, schools, adult education centers, families, and communities to create social environments that promote the realization by all children and adults of their full potential.

The Professional Education Unit views education as central to all efforts to address the challenges of urban communities, and see ourselves as contributing to those efforts through our preparation and support of the continuing development of caring, principled, and respectful educational personnel.

The Professional Education Unit seeks to impart professional values and ethical behavior to its candidates, and to encourage them to be creative members of school and community teams and leaders in the introduction of innovations that will result in greater equity for children, schools, and families in urban communities.

**Professional Education Program Goals**

Through targeted commitments and collective resources, we seek to support thoughtful and responsive educators, to develop values and competencies to meet the educational needs of all students, and to work collaboratively in schools and communities, particularly in urban environments.

As such, the program seeks students whom:

♦ Make a commitment to and feel responsible for anti–biased practice and anti–racist practice;

♦ Take action toward greater social and economic justice;

♦ Place a particular emphasis on the central place of families and communities in children’s lives;

♦ Make schools work for all children – especially those from subordinated backgrounds;

♦ Understand practice/praxis;

♦ Have a strong belief in the power of education and the potential of all children; and

♦ Take responsibility for high standards.

# Conceptual Framework for the Professional Education Program

# Performance Expectations for Candidates

The knowledge base for the professional education program learning outcomes is influenced by various sources: the Commonwealth of Massachusetts Standards for Licensure Teachers, INTASC Standards, National Board Standards, and the curricula guidelines from Learned Societies for the various disciplines. Following the program expectations for candidates is a matrix that illustrates how the professional education program conceptual framework “**The Thoughtful and Responsive Educator”** learningoutcomes have been aligned with the various standards. In addition, the knowledge base for program outcomes is influenced by the professional literature on teacher education and on educating other school personnel. Upon program completion, graduates are **thoughtful and responsive educators** who demonstratecommitments, understandings, and practices. The knowledge, skills and dispositions are noted below.

* **COMMITMENTS** (by upholding ethical behaviors, pursuing life long learning, dedicating oneself to serve others, and by acknowledging human resiliency and capability to learn)
* **UNDERSTANDINGS** (by possessing breadth and depth in content and pedagogical knowledge, assessment practices, and the use of technology in practice)
* **PRACTICES** (by demonstrating caring behavior and by collaborating productively with others, reflecting on how to improve professional practices, and promoting social justice as a social change agent)

To demonstrate **Commitments** the **thoughtful and responsive educator** acquires and maintains:

**Ethical behavior**

* Knowledge of professional practices and ethical boundaries of profession
* Skills to work within codes of behavior
* Dispositions to recognize responsibility for engaging in and supporting appropriate professional practices for self and colleagues

**Life Long Learning**

* Knowledge of resources available for ongoing professional development
* Skills of participating in and taking advantages of professional growth activities
* Dispositions of willingness to give to and receive help from administrators, colleagues, students and communities
* Problem solving strategies

# Dedication

* Knowledge that professional educators have made a pledge to service their constituency
* Skills to maintain an ideal of service
* Dispositions to a belief that a professional can positively learn from others and has enthusiasm for professional work

**Modeling and Mentoring**

* Knowledge of the various interpersonal and social models responsible for positive changes in different people
* Skills in facilitating observational learning and in developing interpersonal strategies as tools for learning
* Dispositions to recognize the potential of all people to learn and to acknowledge the people’s capacity to be resiliency

To demonstrate **Understandings** the **thoughtful and responsive educator** acquires and maintains:

**Content**

* Knowledge of central organizing concepts, theories and factual information and of current research in the field and its implications for practice
* Skills to create disciplinary and interdisciplinary learning experiences that promote growth
* Skills to understand and apply multiple perspectives to a range of experiences and situations
* Dispositions to realize knowledge is not a fixed body of knowledge but is ever evolving

**Pedagogy**

* Knowledge about theory and research of effective practice
* Skills for applying theory and research of effective practice to promote growth and learning of individuals from diverse cultural and linguistic backgrounds and with special needs
* Skills for creating a safe learning environment that encourages positive social interaction, active engagement in learning and self motivation
* Dispositions for affirming the belief that all individuals can achieve success

**Assessment**

* Knowledge about performance assessments
* Skills for applying assessment practices to promote the growth and learning of all individuals including those with cultural and linguistic diversity and with special needs
* Skills for gathering and using data for program improvement
* Dispositions to value ongoing assessment as essential to the instructional process and to recognize that many different assessment strategies are necessary for promoting student learning

**Technology**

* Knowledge about appropriate technology in effective practice
* Skills to model the use of technology for disseminating information, for communicating, for research and organizational management
* Skills for integrating technology into instructional activities as a means for enabling all students to learn, including those with cultural and linguistic diversity and with special needs
* Dispositions that can promote procedures that will ensure equitable access to technology.

The **thoughtful and responsive educator** acquires and maintains the following **Practices**:

**Caring**

* Knowledge of practices that reflect a nurturing, safe and healthy environment where all individuals can grow and prosper
* Skills to be attentive to listeners and willing to listen and withhold judgment
* Dispositions that acknowledge the uniqueness of individuals, yet respects their loyalty to their own community and culture

**Collaborative**

* Knowledge of how individuals work in groups productively
* Skills for working with students, administrators, parents, community members and colleagues
* Dispositions for valuing and appreciating the importance of working with others to create a community

**Reflective**

* Knowledge of methods of inquiry that provide a variety of ways to look at and improve practices
* Skills for evaluating critically his or her own teaching practices, beliefs and assumptions
* Dispositions to value critical and creative thinking as habits of mind to refine practices

**Social Justice**

* Knowledge that society exists with economic, social, educational inequities and has either positive or negative impact on students
* Skills for reducing social injustices and for promoting all dimensions of diversity, including exceptionalities
* Dispositions for becoming a social change agent in order to increase the accessibility to an excellent education for children and youth

CEHD Mission Statement

**The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service.  The urban setting of the University of Massachusetts Boston informs – and is informed by – CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.**

This mission statement as associated core values serve as a philosophical and operational guide for all activities of the College of Education and Human Development.  Core values include:

* Academic excellence applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;
* Social justice and inclusion involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or ethnic, linguistic, or cultural background;
* Community engagement integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

The mission of the College of Education and Human Development is accomplished in collaboration with students, professionals, and other stakeholders through:

* offering ­learning environments that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with our values;
* conducting research directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for all individuals;
* disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;
* offering technical assistance to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national and international levels.

UMBlogo Teacher of Students with Visual Impairment Program

**Personal Program of Study Tracking Form**

(Two Year Program)

**NAME: Ed Leveling: Required Not required**

Anticipated Date Date Completed Credits

**Education Leveling Courses**

EDCG 668 Mathematics for Elementary Teachers \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ 3.0

EDCG 646 Understanding Reading: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ 3.0 Principles and Practices

**MTELS**

Communication and Literacy \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Foundations of Reading \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

General Curriculum \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

**TVI Core Courses (37 credits required)**

**Year 1**

SPE 620 Ed. of Students with VI Summer \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 621 Intro to Disabilities Summer \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 614 Visual Functioning Fall \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 615 Braille I Fall \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 616 Implications of Low Vision Spring \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 619 Braille Communications II Spring \_\_\_\_\_\_\_\_\_\_\_ 3.0

**Year 2**

SPE 641 O&M and Indep Living Summer \_\_\_\_\_\_\_\_\_\_\_ 4.0

SPE 622 Technology and VI Summer \_\_\_\_\_\_\_\_\_\_\_ 3.0

SPE 642 Assessment and Instr. Strat. VI Fall \_\_\_\_\_\_\_\_\_\_\_ 4.0

SPE 643 Assessing and Tchg Mult. Dis. Spring \_\_\_\_\_\_\_\_\_\_\_ 4.0

SPE 698 Practicum VI (300 clock hrs.) \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ 4.0

Total Credits Received \_\_\_\_\_\_\_\_

STUDENT: ADVISOR:

DATE:

**Massachusetts Test for Educator Licensure (MTEL)**

If you are currently Student Teaching or Interning, then you must have completed your required MTEL exams.

All Educator and Practitioner Licensure Programs of UMass Boston require that you pass required MTEL exams, as prescribed for the particular program, prior to APPLYING to Practicum. The Massachusetts Department of Elementary and Secondary Education (DESE) requires all Candidates for initial certification in the Commonwealth of Massachusetts to have passed the state-approved test appropriate to the license sought. UMass Boston has incorporated the DESE requirement into the University’s Educator programs.

Information for the MTEL exams in posted on the MTEL website ([www.mtel.nesinc.com](http://www.mtel.nesinc.com)), the DESE website ([www.dese.mass.edu](http://www.dese.mass.edu)) and the GCE website ([www.gcoe.umb.edu](http://www.gcoe.umb.edu)). The Teaching Advising Office and respective program departments provide information regarding dates and exams required per program.

Please schedule your exams accordingly.

**Semester intended for**

**Student Teacher Practicum Application for STP Due**

Spring Semester October 1st

Summer Semester February 15th

Fall Semester March 1st

**Substitute Teaching**

Candidates may not act as substitute teachers in the school while they are completing the practicum.

**Employment and Student Teaching**

If you are hired on waiver as a Teacher of Students with Visual Impairments, you may complete the practicum at the same time.

**Roles & Responsibilities**

# EXPECTATIONS OF THE STUDENT TEACHER

A student teacher is confronted by a range of complex and varied responsibilities. Therefore, it is impossible to detail each precise responsibility for each student teacher because this varies according to the individual situation. To give some guidance and help to the student teacher, the Supervising Practitioner, and the Program Supervisor, we offer these guidelines.

* + The Practicum is the final class in UMB's Educators’ Preparation Programs. Experience in the classroom and attendance in the practicum seminar is required.
  + As is required by state law, each student must submit a copy of a recent (within two years) tuberculin test to the principal or Supervising Practitioner.
  + Many school districts also require that a Criminal Offender Record Inquiry (CORI) be completed before beginning student teaching. Please address the requirement with your placement site’s administrators. (This usually is addressed prior to the Principal or appropriate parties signing the Letter of Agreement.)
  + The Candidate should also submit a resume to the Supervising Practitioner.
  + Candidate will follow the public school calendar, taking vacations when the school, not the University is on vacation.
  + The Candidate is expected to conform to the same professional standards as the regular staff members of the school. S/he should arrive at the school at the same time as other staff and expect to spend the full school day and any additional planning time as the Supervising Practitioner requests. If some unforeseen circumstance should cause the Candidate to be late, the school and the Supervising Practitioner should be notified. If an illness causes an absence, the Candidate should afford the same consideration to the Supervising Practitioner that a regular teacher would give a substitute teacher. That is, notifying the Supervising Practitioner the night before or as early as possible and providing plans and other materials necessary to teach in the areas for which the Candidate is responsible. The Candidate should also notify the Program Supervisor of the absence.
  + Absences from student teaching of more than three days a semester must be made up or a grade of Incomplete will be given. Serious illness or unusual circumstances will be handled on an individual basis by the Program Supervisor. Religious holidays will not be counted as part of the three days.
  + Each Candidate will be supervised by a Supervising Practitioner. The Supervising Practitioner works with the Candidate each day and can provide the most immediate assistance in planning, teaching and evaluating.
* Each Candidate will have a Program Supervisor who will assist him/her in achieving the greatest professional growth. Each Program Supervisor will bring an individual perspective to this work. The Program Supervisor makes at least five supervisory visits for each Candidate placement. When arranging for the visits, the Candidate should plan for a time when it will be possible for the Program Supervisor to confer with the Candidate immediately following the observation and to confer with the Supervising Practitioner after that.
* When the Program Supervisor visits the classroom, the Candidate should provide the Program Supervisor with the daily lesson plans.

**Student Teacher’s Responsibilities**

During the Practicum, each Candidate should encounter the following experiences:

1. Observe the classroom teacher.
2. Instruct on a one-on-one basis individual students who may need help in a particular skill area.
3. Lead a small group in the development of a new concept or skill.
4. Instruct the total class in the development of a new concept or skill, which might involve a sequence of several lessons.
5. Instruct in all areas of the classroom curriculum as handles by the classroom teacher.
6. Plan for and teach at least one unit.
7. Plan for and instruct several groups simultaneously.
8. Assume the responsibility for the supervision of students who are engaged in completing independent work.
9. Diagnose individual student’s progress in various areas of the curriculum.
10. Plan and design appropriate instructional materials to provide for student needs.
11. Plan and write in-depth lesson plans for the first several lessons as each new area in the curriculum is added to the teaching load.
12. Develop appropriate curriculum materials and teaching aids for students.
13. Develop skill in selection and utilization of educational technology in classroom instruction.
14. Give evidence of the ability to evaluate student progress and develop curriculum accordingly.
15. Adapt the use of curriculum materials to the individual learning levels.
16. Demonstrate the knowledge of appropriate questioning techniques in individual, small group and total classroom situations.
17. Discuss lessons on a daily basis with the classroom teacher.
18. Handle the entire instructional program of the classroom for a substantial period.
19. Assist the classroom teacher in performing routine tasks in the classroom – checking attendance, housekeeping, clerical tasks, etc.
20. Assist the classroom teacher in maintaining adequate physical arrangements of the classroom for varying instructional modes during the day.
21. Assist the classroom teacher in the supervisory responsibility in the classroom, building, cafeteria, gym, library, etc.
22. Design (at the elementary level) several bulletin board projects and child learning center arrangements.
23. Participate in faculty meetings, PTA meetings, and special school functions.
24. Become familiar with all classroom, school, and community policy relative to the education of students.

1. The Practicum is the final class in the Teacher Education Program. Experience in the classroom and attendance in the seminar are required.
2. As is required by state law, each student must submit a copy of a recent (within two years) tuberculin test to the principal or Supervising Practitioner.
3. The Candidate should also submit a resume to the Supervising Practitioner.
4. Candidates will follow the public school calendar, taking vacations when the school, not the University is on vacation.
5. The student teacher is expected to conform to the same professional standards as the regular staff members of the school. S/he should arrive at the school at the same time as other staff and expect to spend the full school day and any additional planning time as the Supervising Practitioner requests. If some unforeseen circumstance should cause the student teacher to be late, the school and the Supervising Practitioner should be notified. If an illness causes an absence, the student teacher should afford the same consideration to the Supervising Practitioner that a regular teacher would give a substitute teacher. That is, notifying the Supervising Practitioner the night before or as early as possible and providing plans and other materials necessary to teach in the areas for which the student teacher is responsible. The student teacher should also notify the Program Supervisor of the absence.
6. Absences from student teaching of more than three days a semester must be made up or a grade of Incomplete will be given. Serious illness or unusual circumstances will be handled on an individual basis by the University supervisor. Religious holidays will not be counted as part of the three days.
7. Each Candidate will be supervised by a classroom or Supervising Practitioner. The Supervising Practitioner works with the Candidate each day and can provide the most immediate assistance in planning, teaching and evaluating.
8. Each Candidate will have a Program Supervisor who will assist him/her in achieving the greatest professional growth. Each Program Supervisor will bring an individual perspective to this work.
9. The Program Supervisors make at least five supervisory visits for each student teaching placement. When arranging for the visits, the Candidate should plan for a time when it will be possible for the Program Supervisor to confer with the Candidate immediately following the observation and to confer with the Supervising Practitioner after that.
10. When the Program Supervisor visits the classroom, the Candidate should provide the Program Supervisor with the daily lesson plans.

EXPECTATIONS OF THE SUPERVISING PRACTITIONER

The Supervising Practitioner is the person most directly involved with the Candidate on a daily basis. Her/His function is to serve as a mentor who guides the Candidate's development as a practicing teacher. To this end, the Supervising Practitioner is expected to:

⮚ Hold an appropriate teaching license.

⮚ Accept the Candidate as a professional and convey this acceptance to the class and co-workers. Introductions to the administrative staff and other faculty members can assist in this matter.

⮚ Provide a model of teaching for the Candidate to observe and adapt to her/his own use. Give the Candidate a list of directed observations to make during the initial days of the experience.

⮚ Explain school policies, regulations and facilities.

⮚ Provide access to curriculum guides. Share written lesson plans and provide the Candidate with a sample format for daily, weekly and long-range plans.

⮚ Assist the Candidate in developing communication with students and establishing effective classroom management appropriate to individual, small group, and whole class situations.

⮚ Help the Candidate develop techniques for evaluating and grading pupil work.

⮚ Discuss how to formulate long-range goals and plans for an entire semester or school year focusing on curriculum areas and skill development.

⮚ Discuss how to provide for a variety of learning styles when planning for instruction. Show how to modify plans to provide for ALL students and revise as appropriate.

⮚ Encourage the Candidate to improve classroom performance by discussing any limitations candidly and objectively. Criticism needs to be constructive and during private supervision time. Flexibility should be allowed in both methods and styles of teaching.

⮚ Maintain frequent communication with the Candidate and provide continuous feedback through conferences after lessons have been taught.

⮚ Work with the Program Supervisor in helping the Candidate resolve problems and evaluate her or his readiness to enter the teaching profession.

⮚ Complete the mid-term and final evaluation by the due date. Discuss them with the Candidate prior to formally submitting them to the Program Supervisor.

**ADDENDUM TO EXPECTATIONS OF THE SUPERVISING PRACTITIONER FOR THE TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS PROGRAM**

* Explain confidentiality protocol required by the school
* Provide opportunities to review files, IEPs and other important information about students on the caseload at the beginning of the internship
* Offer suggestions on how to apply the information learned from these documents to planning and teaching
* Help the student teacher develop techniques for conducting assessments i.e. functional vision assessment and Learning Media Assessment.
* Stress the importance and value of careful observations of student in all settings
* In discussing how to provide for a variety of learning styles, talk about instructional strategies that are unique to students with visual impairments including use of adapted technology and specialized learning tools
* Gradually release teaching to the student teacher
* Discuss caseload management issues and practices and how to create an effective schedule
* Maintain record keeping and logs for each student
* How to select and use specialized equipment, technology and learning materials and methods to modify and produce materials in all media including Braille, enlarged print and tactile graphics
* Discuss roles and utilization of paraprofessional working with your students

EXPECTATIONS OF THE PROGRAM SUPERVISOR

The role of the Program Supervisor is a critical ingredient in the student teaching process. The Program Supervisor includes mentoring the Candidate, supporting the Supervising Practitioner, and building the team within the community of practice. The Program Supervisor is expected to:

⮚ Visit the Candidate at least five times during the semester, including an initial contact during the first or second week to verify placement and discuss student teaching expectations.

⮚ Participate in at least three conferences with both the Candidate and Supervising Practitioner.

⮚ Follow-up all observations of the Candidate with an on-site or telephone conference and a written report detailing the observation which can also be shared with the Supervising Practitioner.

⮚ Teach the practicum seminar for Candidates and guide them in their preparation of capstone portfolios.

⮚ Attend the Student Teacher Orientation and monthly Program Supervisor's meetings (as scheduled per Chair of Curriculum and Instruction. See “Contact Information” and “Important Dates”.

⮚ Review and assist the Candidate with lesson plans and long-range teaching plans.

⮚ Monitor the extent and balance of Candidate involvement in the classroom. When needed, the Program Supervisor will work with the Supervising Practitioner and Candidate to make appropriate modifications in the type and/or level of involvement.

⮚ Maintain open communication with both the Supervising Practitioner and the Candidate.

⮚ Help Candidates develop a sense of confidence and purposefulness as they assume the role of teacher.

⮚ Serve as a resource person when questions arise on the part of the student or Supervising Practitioner.

⮚ Devise a plan to help the Candidate, in consultation with the Supervising Practitioner, when appropriate progress is not being made.

* Collect all forms required for endorsement: DOE PPA, DOE PPA final evaluation, NCATE midterm and NCATE final evaluations, student disposition forms, site data forms, collaborative assessment forms, observation forms. (See “Forms”)
* Collect Supervising Practitioner’s voucher forms, Supervising Practitioner’s Data forms, and Student Data verification forms, and submit them to FEL by posted deadline.
  + Collect, read and score the Candidate’s capstone portfolio, and participate in reading and scoring the capstone portfolios as prescribed and arranged per program departments. (See “Important Dates” and “Contacts.”)
  + Responsible for awarding the final grade for Practicum and Seminar.

**Important TVI Practicum Dates**

**Term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_– First day of \_\_\_\_\_\_ Semester**

(TVI students may begin practicum earlier with advisor permission)

**Graduation Declaration form for** \_\_\_\_\_\_\_\_\_ graduation due \_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_– Capstone Portfolios Due**

**for \_\_\_\_\_\_\_\_\_Graduates**

This due date is for students who will have finished all 300 clock hours and will be graduating at the end of the term

**\_\_\_\_\_\_ Semester classes end**. Last day to complete practicum hours

Forms to be Completed by Program Supervisor

**CEC Evaluation Form**

* To be filled out during three-way meetings or *online*
* Three way meetings consist of ST, SP and PS

**DOE Preservice Performance Assessment Form**

* To be filled out during three-way meetings
* Three way meetings consist of ST, SP and PS

**Mid Semester Teacher Evaluation Plan**

* To be completed by ST, SP and PS during three-way meetings

**Observation Form and Feedback**

* Completed by PS each visit

**DOE Preservice Performance Assessment Form -page 1 (3-ply)**

* To be completed for each placement during three-way meetings

***ST***- student teacher; ***SP***- supervising practitioner; ***PS***- program supervisor

***GLOSSARY OF TERMS***

7.02: Definitions

As used in 603 CMR 7.00, the following terms shall have the following meanings:

**Apprenticeship:** A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

**Approved Program;** A program approved by the Commissioner to prepare individuals for educator licensure.

**Bachelor's Degree;** For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field of the license sought. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

**Board;** The Massachusetts Board of Education.

**Communication and Literacy Skills Test:** The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

**Competency Review;** The process for determining whether the subject matter knowledge requirements for a license have been met in a field for which there is no subject matter knowledge test, using Department guidelines.

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

**Department:** The Massachusetts Department of Education.

**Educator;** Any person employed by a school or school district in a position requiring a license.

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

**Field-Based Experience:** Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

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

**Induction Program:** A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

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

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

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

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

**Massachusetts Tests for Educator Licensure (MTEL):** Examinations required of all candidates for Preliminary or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

**Mentor;** An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

**NASDTEC Interstate Contract;** The contract sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC) concerning reciprocal licensing of educational personnel among participating jurisdictions.

**Panel Review:** The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

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

**Performance Assessment Program:** A Department-sponsored Performance Assessment Program for the Professional license that includes a series of seminars and a performance assessment.

**Performance Review Program for Initial Licensure (PRPIL):** A performance review that satisfies the requirements for a practicum/practicum equivalent based on eligibility requirements, portfolio review, supervision and mentoring during an internship, and the completion of a Performance Assessment for Initial License.

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

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

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

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

**Program Approval;** State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for educator licensure. Also, the process through which a program or sponsoring organization may receive state approval.

**Program Completer;** An individual who has completed all the requirements of a state-approved preparation program (i.e., instruction/course work and practicum), regardless of whether that person has taken and passed state tests or assessments for licensure or has been endorsed or recommended for licensure by the program or its sponsoring organization.

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

**[Provisional License:** See “Preliminary License”]

**Sponsoring Organization:** College, university, school district, professional association, or other organization that provides, or seeks to provide, approved preparation programs.

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

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

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

[Teacher of Record: Any candidate who is also serving as Teacher, and for whom UMB arranges to conduct Practicum within the context of the place of employment.]

**Temporary License:** An educator license issued to a person who holds a valid license or certificate of a type comparable to at least an Initial license in Massachusetts from another state or jurisdiction, and who has been employed under such license for a minimum of three years and has met the requirements set forth in 603 CMR 7.04 (2) (d). It is valid for one year and is nonrenewable. Service under a Temporary license shall be counted as service in acquiring professional teacher status, contingent upon the educator passing the applicable licensure tests.

**Lesson Plan Format**

**Date:**

**Topic:**

**Lesson Objectives: (state in measurable terms)**

**Prerequisite Skills and/or Concepts:**

**IEP Goals/Objectives Addressed in This Lesson:**

**Accommodations/Adaptations listed in IEP:**

**MA Curriculum Frameworks Addressed:**

**Technology and Materials Used During Lesson:**

**Instructional Procedures: (step by step sequence)**

**Evaluation/Assessment Procedures:**

[Educator Services](http://www.doe.mass.edu/Educators/) >[Teaching & Learning](http://www.doe.mass.edu/Educators/e_support.html) >[Curriculum Resources](http://www.doe.mass.edu/Educators/curriculum.html) >  
**Massachusetts Curriculum Frameworks**

## Current Curriculum Frameworks

|  |  |  |
| --- | --- | --- |
| **Subject** | **Release Date** | **Format(s)** |
| **Arts** | October 1999 | [Download PDF Document](http://www.doe.mass.edu/frameworks/arts/1099.pdf)  [Download MS WORD File](http://www.doe.mass.edu/frameworks/arts/1099.doc) |
| **English Language Arts** | June 2001  May 2004 | [Download PDF Document](http://www.doe.mass.edu/frameworks/ela/0601.pdf)  [Download MS WORD File](http://www.doe.mass.edu/frameworks/ela/0601.doc)  [Supplement to the Massachusetts English Language Arts Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards for Vocabulary, Reading, and Literature, May 2004 -- PDF](http://www.doe.mass.edu/frameworks/ela/0504sup.pdf)  [Supplement to the Massachusetts English Language Arts Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards for Vocabulary, Reading, and Literature, May 2004 -- MS WORD](http://www.doe.mass.edu/frameworks/ela/0504sup.doc)  SUPPLEMENT[**\***](http://www.doe.mass.edu/frameworks/current.html?printscreen=yes&#ela_sup#ela_sup) |
| **Foreign Languages** | August 1999 | [Download PDF Document](http://www.doe.mass.edu/frameworks/foreign/1999.pdf)  [Download MS WORD File](http://www.doe.mass.edu/frameworks/foreign/1999.doc) |
| **Comprehensive Health** | October 1999 | [Download PDF Document](http://www.doe.mass.edu/frameworks/health/1999/1099.pdf)  [Download MS WORD File](http://www.doe.mass.edu/frameworks/health/1999/1099.doc)  [View HTML Page](http://www.doe.mass.edu/frameworks/health/1999/) |
| **Mathematics** | November 2000   May 2004 | [Mathematics -- PDF](http://www.doe.mass.edu/frameworks/math/2000/final.pdf)  [Mathematics -- MS WORD](http://www.doe.mass.edu/frameworks/math/2000/final.doc) [INTERACTIVE VERSION](http://www.doe.mass.edu/frameworks/math/2000/)  [Supplement to the Massachusetts Mathematics Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards, May 2004 -- PDF](http://www.doe.mass.edu/frameworks/math/052504_sup.pdf)  [Supplement to the Massachusetts Mathematics Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards, May 2004 -- MS WORD](http://www.doe.mass.edu/frameworks/math/052504_sup.doc)  SUPPLEMENT[**\***](http://www.doe.mass.edu/frameworks/current.html?printscreen=yes&#math_sup#math_sup) |
| **History and Social Science** | August 2003 | [History and Social Science -- PDF](http://www.doe.mass.edu/frameworks/hss/final.pdf)  [History and Social Science -- MS WORD](http://www.doe.mass.edu/frameworks/hss/final.doc) |
| **Science and  Technology/Engineering** | May 2001 | [Science and Technology/Engineering -- PDF](http://www.doe.mass.edu/frameworks/scitech/2001/0501.pdf)  [Science and Technology/Engineering -- MS WORD](http://www.doe.mass.edu/frameworks/scitech/2001/0501.doc)  [Science and Technology/Engineering -- HTML](http://www.doe.mass.edu/frameworks/scitech/2001/) |
| **English Language Proficiency  Benchmarks and Outcomes** | June 2003 | [Download PDF Document](http://www.doe.mass.edu/ell/benchmark.pdf) |
| [**FRAMEWORKS ARCHIVE**](http://www.doe.mass.edu/frameworks/archive.html) | | |

#### [Massachusetts Comprehensive Assessment System Test Items](http://www.doe.mass.edu/mcas/testitems.html)

#### [Resource Guide to the Massachusetts Curriculum Frameworks for MCAS Alternate Assessment](http://www.doe.mass.edu/mcas/alt/)

#### Download PDF Document  [Guidelines for Preschool Learning Experiences](http://www.doe.mass.edu/els/standards/ple_guidelines.pdf%20)

#### Download PDF Document  [Recommended Instructional Technology Standards](http://www.doe.mass.edu/edtech/standards/itstand.pdf)

**\*** Supplement to the Massachusetts English Language Arts Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards for Vocabulary, Reading, and Literature, May 2004

**\*** Supplement to the Massachusetts Mathematics Curriculum Framework Grades 3, 5, and 7 Grade-Level Standards, May 2004

**Massachusetts Department of Education**

## 603 CMR 7.00 **Regulations for Educator Licensure and Approval Preparation Program**

### 7.08: Professional Standards for Teachers

(1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment 1) in the practicum phase of preparation for the Initial License, 2) as part of the Performance Assessment Program option for earning the Professional license, and 3) as one option for relicensure during each five-year cycle after the Professional license is obtained. The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(2) **Standards for All Teachers except Library Teachers**

(a) Plans Curriculum and Instruction

1. Draws on content of the relevant curriculum frameworks to plan activities addressing standards that will advance students' level of content knowledge.
   1. Identifies prerequisite skills, concepts, and vocabulary that students need to know in order to be successful in a learning activity.
   2. Identifies reading and writing needs that must be addressed for successful learning.
2. Plans sequential units of study that make learning cumulative and that are based on the learning standards in the frameworks.
3. Draws on results of formal and informal assessments as well as knowledge of human development to plan learning activities appropriate for the full range of students within a classroom.
4. Plans lessons with clear objectives and relevant measurable outcomes.
5. Plans the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom.
6. Seeks resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

(b) Delivers Effective Instruction

1. Communicates high standards and expectations when beginning the lesson:
   1. Makes learning objectives clear to students.
   2. Communicates clearly in writing and speaking.
   3. Finds engaging ways to begin a new unit of study or lesson.
   4. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
   1. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   2. Employs a variety of teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others) as they apply to the content area being taught.
   3. Employs a variety of reading and writing strategies for addressing learning objectives.
   4. Uses questioning to stimulate thinking and encourages all students to respond.
   5. Uses instructional technology appropriately.
3. Communicates high standards and expectations when extending and completing the lesson:
   1. Assigns homework or practice that furthers student learning and checks it.
   2. Provides regular and frequent feedback to students on their progress.
   3. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
   1. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
   2. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity

1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community.

(e) Meets Professional Responsibilities

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Participates in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

**Massachusetts Department of Education**

## 603 CMR 7.00 **Regulations for Educator Licensure and Approval Preparation Program**

### 7.06: Subject Matter Knowledge Requirements for Teachers

Teacher of the Visually Impaired (Levels: All)

(a) The following topics will be addressed on the General Curriculum test:

1. English.
   1. Children's and young adult literature.
   2. Adult literature, classical and contemporary works.
   3. Genres, literary elements, and literary techniques.
   4. Nature, history, and structure of the English language: lexicon and grammar.
   5. Approaches and practices for developing skill in using writing tools.
   6. Writing process and formal elements of writing.
2. Mathematics. Basic principles and concepts related to elementary school mathematics in the areas of number sense and numeration, patterns and functions, geometry and measurement, and data analysis.
3. History and Social Science.
   1. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization.
   2. Basic economic principles and concepts.
   3. Basic geographical principles and concepts.
   4. U.S. political principles, ideals, institutions, and processes, their history and development.
4. Science and Engineering/Technology.
   1. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
   2. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
   3. Principles and procedures of scientific inquiry.
   4. History of major scientific and technological discoveries or inventions.
   5. Safety issues related to science investigations.
5. Child Development.
   1. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
   2. Characteristics and instructional implications of moderately and severely disabling conditions.

(b) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
   1. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
   2. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
   3. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development.
2. Anatomy and physiology of the eye and visual abnormalities.
3. Historical and current developments in education of the visually impaired in the United States and other countries.
4. How to use state-of-the-art diagnostic information.
5. Medical and educational research related to the visually impaired.
6. Use of Grade II Braille and the Nemeth Code.
7. Use of assistive technology such as low-vision devices.
8. Design or modification of the curriculum and instructional materials for the visually impaired.
9. Ways to prepare visually impaired students for, classrooms ranging from general education classrooms to schools for the visually impaired.
10. Features of family support and services.
11. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
12. Federal and state laws pertaining to special education.
13. Science laboratory work.
14. Child development.
    1. Basic theories of cognitive, social, emotional, language and physical development from childhood through adolescence.
    2. Characteristics and instructional implications of moderately and severely disabling conditions.

**Practicum in Teacher of Students with Visual Impairments**

## Evaluation Form

Rev 7.2011

## Based on:

## CEC Knowledge and Skill Base for All Beginning Special Education

## Teachers of Students with Visual Impairment

**Practicum Student:**  **Date:**

**Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City/State:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervising Practitioner:**

**University Supervisor:**

**Observation/Evaluation**  **1st**  **2nd**  **3rd**

Please use the following rating scale:

1 = Does not meet; 2 = Emerging; 3= Satisfactory;

4 = Exemplary; NA = Not Applicable

Provide written comments and sources of evidence in the appropriate column.

**Special Education Standard #1:**

## Foundations

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge**: |  | **Rating** | **Evidence** |
| VI1K1 | Federal entitlements that provide specialized equipment and materials for individuals with visual impairments. |  |  |
| VI1K2 | Historical foundations of education of individuals with visual impairments. |  |  |
| VI1K3 | Educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with visual impairments. |  |  |
| VI1K4 | Basic terminology related to the structure and function of the human visual system. |  |  |
| VI1K5 | Basic terminology related to diseases and disorders of the human visual system. |  |  |
| VI1K6 | Issues and trends in special education and the field of visual impairment. |  |  |
| **Skills:** | None in addition to Common Core |  |  |

**Special Education Standard #2:**

**Development and Characteristics of Learners**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI2K1 | Development of the human visual system. |  |  |
| VI2K2 | Development of secondary senses when vision is impaired. |  |  |
| VI2K3 | Effects of visual impairment on development. |  |  |
| VI2K4 | Impact of visual impairment on learning and experience. |  |  |
| VI2K5 | Psychosocial aspects of visual impairment. |  |  |
| VI2K6 | Effects of medications on the visual system. |  |  |
| **Skills:** | None in addition to Common Core |  |  |

**Special Education Standard #3:**

**Individual Learning Differences**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI3K1 | Effects of visual impairment on the family and the reciprocal impact on the individual’s self-esteem. |  |  |
| VI3K2 | Impact of additional exceptionalities on individuals with visual impairments. |  |  |
| VI3K3 | Attitudes and actions of teachers that affect the behaviors of individuals with visual impairments. |  |  |
| **Skills:** | None in addition to Common Core |  |  |

##### Special Education Standard #4:

##### Instructional Strategies

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI4K1 | Strategies for teaching Braille reading and writing. |  |  |
| VI4K2 | Strategies for teaching handwriting to individuals with low vision. |  |  |
| VI4K3 | Strategies for teaching signature writing to individuals who are blind. |  |  |
| VI4K4 | Strategies for teaching listening and compensatory auditory skills. |  |  |
| VI4K5 | Strategies for teaching typing and keyboarding skills. |  |  |
| VI4K6 | Strategies for teaching technology skills to individuals with visual impairments. |  |  |
| VI4K7 | Strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment. |  |  |
| VI4K8 | Strategies for teaching basic concepts to individuals with visual impairments. |  |  |
| VI4K9 | Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices. |  |  |
| VI4K10 | Strategies for teaching organization and study skills to individuals with visual impairments. |  |  |
| VI4K11 | Strategies to prepare individuals for structured pre-cane orientation and mobility assessment and instruction. |  |  |
| VI4K12 | Strategies for teaching tactual perceptual skills to individuals with visual impairments. |  |  |
| VI4K13 | Strategies for teaching human sexuality to individuals with visual impairments. |  |  |
| VI4K14 | Strategies for teaching adapted physical and recreational skills to individuals with visual impairments. |  |  |
| VI4K15 | Strategies for teaching social, daily living, and functional life skills to individuals with visual impairments. |  |  |
| VI4K16 | Strategies for teaching career-vocational skills and providing vocational counseling for individuals with visual impairments. |  |  |
| VI4K17 | Strategies for promoting self-advocacy in individuals with visual impairments. |  |  |
| VI4K18 | Techniques for modifying instructional methods and materials for individuals with visual impairments. |  |  |
| VI4K19 | Strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills. |  |  |
| **Skills:** |  |  |  |
| VI4S1 | Teach individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies. |  |  |
| VI4S2 | Prepare adapted or modified materials in Braille, accessible print, and other formats. |  |  |
| VI4S3 | Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille codes. |  |  |
| VI4S4 | Use Braillewriter, slate and stylus, and computer technology to produce Braille materials. |  |  |
| VI4S5 | Prepare individuals with visual impairments to access information and services from the community. |  |  |

**Special Education Standard #5:**

**Learning Environments and Social Interactions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI5K1 | Roles of paraeducators who work directly with individuals with visual impairments |  |  |
| VI5K2 | Role models with visual impairments and their importance. |  |  |
| **Skills:** |  |  |  |
| VI5S1 | Enhance instruction for individuals with visual impairments through modification of the environment. |  |  |
| VI5S2 | Design multisensory learning environments that encourage active participation by individuals with visual impairments in group and individual activities. |  |  |
| VI5S3 | Create learning environments that encourage self-advocacy and independence for individuals with visual impairments. |  |  |

**Special Education Standard #6:**

**Communication**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge**: |  | **Rating** | **Evidence** |
| VI6.K1 | Strategies for teaching alternatives to nonverbal communication. |  |  |
| **Skills:** |  |  |  |
| VI6S1 | Prepare individuals with visual impairments to respond constructively to societal attitudes and actions. |  |  |

##### Special Education Standard #7:

##### Instructional Planning

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI7K1 | Relationships among assessment, individualized education plan development, and placement as they affect vision-related services. |  |  |
| VI7K2 | Model programs for individuals with visual impairments. |  |  |
| **Skills:** |  |  |  |
| VI7S1 | Select and use technologies to accomplish instructional objectives for individuals with visual impairments. |  |  |
| VI7S2 | Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments. |  |  |
| VI7S3 | Obtain and organize special materials to implement instructional goals for individuals with visual impairments. |  |  |

##### Special Education Standard #8:

##### Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI8K1 | Specialized terminology used in assessing individuals with visual impairments. |  |  |
| VI8K2 | Ethical considerations, laws, and policies for assessment of individuals with visual impairments |  |  |
| VI8K3 | Specialized policies on referral and placement procedures for individuals with visual impairments. |  |  |
| VI8K4 | Specialized procedures for screening, prereferral, referral, and identification of individuals with visual impairments. |  |  |
| VI8K5 | Alternative assessment techniques for individuals with visual impairments. |  |  |
| VI8K6 | Interpretation and application of scores from assessments of individuals with visual impairments. |  |  |
| **Skills:** |  |  |  |
| VI8S1 | Interpret eye reports and other vision-related diagnostic information. |  |  |
| VI8S2 | Use disability-specific assessment instruments. |  |  |
| VI8S3 | Adapt and use assessment procedures when evaluating individuals with visual impairments. |  |  |
| VI8S4 | Maintain disability-related records for individuals with visual impairments. |  |  |
| VI8S5 | Gather background information and family history related to the individual’s visual Status. |  |  |
| VI8S6 | Interpret and use assessment data for instructional planning with individuals with visual impairments. |  |  |

**Special Education Standard #9:**

**Professional and Ethical Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI9K1 | Organizations and publications relevant to the field of visual impairment. |  |  |
| **Skills:** |  |  |  |
| VI9S2 | Participate in the activities of professional organizations in the field of visual impairment. |  |  |

**Special Education Standard #10:**

**Collaboration**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge:** |  | **Rating** | **Evidence** |
| VI10K1 | Strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments. |  |  |
| VI10K2 | Services, networks, publications for and organizations of individuals with visual impairments. |  |  |
| **Skills:** |  |  |  |
| VI10S1 | Help families and other team members understand the impact of a visual impairment on learning and experience. |  |  |
| VI10S2 | Structure and supervise the activities of paraeducators and tutors who work with individuals with visual impairments. |  |  |

**Signatures**

**Cooperating Teacher:**  **Date:**

**University Supervisor:**  **Date:**

**Student:**  **Date:**

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

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

**Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described on page 4; evaluation questions relating to the standards are pages 5 - 12, and license-specific questions per standard B2c are pages 13-44.**

|  |  |
| --- | --- |
| **Standard A – Plans Curriculum and Instruction** | |
| **Indicators** | **Evidence** |
| **1.** Draws on content standards of the relevant curriculum  frameworks to plan sequential units of study, individual  lessons, and learning activities that make learning  cumulative and advance students' level of content  knowledge.  *(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).* |  |
| **2.** Draws on results of formal and informal assessments  as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language  proficiency, and range of cognitive levels being taught. |  |
| **3.** Identifies appropriate reading materials, other  resources, and writing activities for promoting further learning by the full range of students within the  classroom. |  |
| **4.** Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. |  |
| **5.** Plans lessons with clear objectives and relevant measurable outcomes. |  |
| **6.** Draws on resources from colleagues, families, and the community to enhance learning. |  |
| **7.** Incorporates appropriate technology and media in  lesson planning. |  |
| **8.** Uses information in Individualized Education  Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms. |  |

|  |  |
| --- | --- |
| **Rating:** | **Explanation of Rating for Standard A - Plans Curriculum and Instruction** |

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

**Candidate's Name:** \_\_\_\_\_ **License:**

**Program Supervisor (initial):** \_\_\_\_\_\_**Date:**

**Supervising Practitioner (initial):** \_\_\_\_\_\_ **Date:**

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

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

|  |  |  |
| --- | --- | --- |
| **Standard B – Delivers Effective Instruction** | | |
| **Indicators** | | **Evidence** |
| **1.** Communicates high standards and expectations when  beginning the lesson.  a) Makes learning objectives clear to students.  b) Communicates clearly in writing and speaking.  c) Uses engaging ways to begin a new unit of study or lesson.  d) Builds on students' prior knowledge and experience. | |  |
| **2.** Communicates high standards and expectations when  carrying out the lesson.  a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.  b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).  **c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. *(See license-specific questions in Guidelines,* pp. 13-44)**  d) Employs a variety of reading and writing strategies for addressing learning objectives.  e) Uses questioning to stimulate thinking and encourages all students to respond.  f) Uses instructional technology appropriately.  g) Employs appropriate sheltered English or subject matter strategies for English learners. | |  |
| **3.** Communicates high standards and expectations when  extending and completing the lesson.  a) Assigns homework or practice that furthers student learning and checks it.  b) Provides regular and frequent feedback to students on their progress.  c) Provides many and varied opportunities for students to achieve competence. | |  |
| **4.** Communicates high standards and expectations when  evaluating student learning.  a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.  b) Translates evaluations of student work into records that accurately convey the level of student achievement to  students, parents or guardians, and school personnel. | |  |
| **Rating:** | **Explanation of Rating for Standard B – Delivers Effective Instruction** | |

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

**Candidate's Name:** \_\_\_\_\_ **License:**

**Program Supervisor (initial):** \_\_\_\_\_\_**Date:**

**Supervising Practitioner (initial):** \_\_\_\_\_\_ **Date:**

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

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

|  |  |
| --- | --- |
| **Standard C - Manages Classroom Climate and Operation** | |
| **Indicators** | **Evidence** |
| **1.** Creates an environment that is conducive to learning. |  |
| **2.**  Creates a physical environment appropriate to a range  of learning activities. |  |
| **3.**  Maintains appropriate standards of behavior, mutual respect, and safety. |  |
| **4.** Manages classroom routines and procedures without  loss of significant instructional time. |  |

|  |  |
| --- | --- |
| **Rating:** | **Explanation of Rating for Standard C – Manages Classroom Climate and Operation** |

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

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| --- | --- |
| **Standard D - Promotes Equity** | |
| **Indicators** | **Evidence** |
| **1.** Encourages all students to believe that effort is a key to  achievement. |  |
| **2.**  Works to promote achievement by all students without  exception. |  |
| **3.** Assesses the significance of student differences in  home experiences, background knowledge, learning skills,  learning pace, and proficiency in the English language for  learning the curriculum at hand and uses professional  judgment to determine if instructional adjustments are  necessary. |  |
| **4.** Helps all students to understand American civic  culture, its underlying ideals, founding political principles  and political institutions, and to see themselves as  members of a local, state, national, and international civic  community. |  |

|  |  |
| --- | --- |
| **Rating:** | **Explanation of Rating for Standard D – Delivers Promotes Equity** |

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

**Candidate's Name:** \_\_\_\_\_ **License:**

**Program Supervisor (initial):** \_\_\_\_\_\_**Date:**

**Supervising Practitioner (initial):** \_\_\_\_\_\_ **Date:**

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

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

|  |  |
| --- | --- |
| **Standard E – Meets Professional Responsibilities** | |
| **Indicators** | **Evidence** |
| **1.** Understands his or her legal and moral responsibilities. |  |
| **2.** Conveys knowledge of and enthusiasm for his/her academic discipline to students. |  |
| **3.**  Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. |  |
| **4.**  Collaborates with colleagues to improve instruction, assessment, and student achievement. |  |
| **5.**  Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them. |  |
| **6.**  Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth. |  |
| **7.**  Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. |  |

|  |  |
| --- | --- |
| **Rating:** | **Explanation of Rating for Standard E – Meets Professional Responsibilities** |

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

**Candidate's Name:** \_\_\_\_\_ **License:**

**Program Supervisor (initial):** \_\_\_\_\_\_**Date:**

**Supervising Practitioner (initial):** \_\_\_\_\_\_ **Date:**

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

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

**Summary Decision for Preservice Performance Assessment**

**Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes**  **or No**  **.**

Candidate (sign)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_License:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Supervisor (sign)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervising Practitioner (sign)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Standard** | **Rating (from pp.2-5)** |
| **(a) Plans Curriculum** |  |
| **(b) Delivers Effective Discussion** |  |
| **(c) Manages Classroom Climate** |  |
| **(d) Promotes Equity** |  |
| **(e) Meets Prof. Responsibilities** |  |

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

**Summary Comments (integrated assessment of performance):**

|  |
| --- |
|  |

**The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Education.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Semester (Circle One) Fall ­­­­­­­­­­­­­ Spring 20 \_\_\_

Mid Semester Teacher Evaluation Form

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **What’s Working:** | **Current Focus-Challenges:** |
| **Student Teacher’s Next Step:** | **Program Supervisor and/or**  **Supervising Practitioner’s Next Step:** |

|  |
| --- |
| **STANDARD** l **Does Student Meet Standard?** |
| |  | | --- | |  | | **Standard A-Plans Curriculum and Instruction YES NO** | |  | | **Standard B-Delivers Effective Instruction YES NO** | |  | | **Standard C-Manages Classroom Climate and Operation YES NO** | |  | | **Standard E- Meets Professional Responsibilities YES NO** | |  | | **Standard F-Exhibits Professional Conduct** | | **and Appropriate Dispositions for Teachers YES NO** | | If you answered No to any questions above, please attach comments on a separate sheet. | |

University of Massachusetts Boston

**Observation and Feedback**

Semester (Circle One): FALL SPRING

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(MONTH- DAY- YEAR)

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervising Practitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of 5

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OBSERVATIONS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Supervisor's Signature Program Supervisor's Name (Print)**

White Copy: Program Supervisor Gold Copy: Supervising Practitioner Pink Copy: Student

University of Massachusetts Boston

College of Education and Human Development

Teacher of Students

with

Visual Impairment

Program

Capstone Portfolio Guidelines

Janice Barron and Marybeth Dean

Revised Fall 2011

Rationale

"The Capstone Experience is a graduation requirement for all UMass Boston graduate students. The Capstone Experience for students completing initial licensure includes the Practicum along with the culminating project, the Teaching Portfolio.

The Portfolio has been designed for you to demonstrate some of the knowledge you have constructed during your enrollment in the Teacher Education Program. This is an opportunity for you to demonstrate your abilities, as a thoughtful and responsive educator who has multiple understandings, is a committed professional, and has practices which enable you to become and stay an effective teacher. The portfolio has several components, some of which you may have worked on in relation to your courses and Pre- Practicum experience. The process of putting the portfolio together and thinking and writing about your experiences should be a learning process in itself. The Portfolio should be completed and turned into your Program Supervisor." (UMass Boston, Graduate College of Education, Student Handbook)

Be sure to consult with your Program Supervisor, Supervising Practitioner, and Program Coordinator frequently throughout the semester. The following pages will help guide you through the process of compiling of your portfolio, including Physical Appearance, General Content, and Specific Components.

Portfolio Guidelines

**Physical Appearance**

You may submit your Capstone Portfolio either in a traditional hard copy format or as an electronic document. In either case, you must follow the guidelines below.

HARDCOPY

* Portfolios should be assembled in a 2 inch (approximately) three-ring binder that allows you to add or subtract pages.
* Each page should be placed in a plastic page cover. You may insert a multi-page document in back-to-back with two pages in the same plastic cover. Also, the Practicum Evaluation Forms may each be placed in one cover.
* You must include 1) A cover page, 2) Table of Contents, and 3) Section cover pages or dividers.
* Use a word processing program or publication program to create a uniform, professional style among the portfolio cover page, section cover pages, and evidence explanations. Remember, this portfolio is a reflection of you as a professional in the field of visual impairment.
* Use uniform margins on all pages.
* If you include electronic file media, be sure to secure the disks with a disk holder or pocket.
* All pages must be free of grammar or typing errors.

ELECTRONIC

If you choose to submit your Portfolio in electronic format, you must observe the formatting directions for sections and pages as outlined above. Scanned photocopies of material modifications and photos may be included as evidence for the various components. There are two sections which require hard copies:

VI. E. Braille Production and

VIII. Evaluations from Practicum Supervisors.

You must submit the electronic disk, the Braille artifacts and the evaluations in a suitable self-closing folder which securely holds everything together. The program is required to archive all Portfolios for seven years, so it is important that you provide a way to store your documents securely.

**Portfolio Guidelines**

**Content Overview**

Your portfolio should serve as a means for you to demonstrate your strengths and development as a professional in the field of visual impairments. In general, your artifacts (content) should:

* Allow you to reflect on your teaching and learning,
* Provide a vehicle for documenting your growth over a period of time,
* Create a means for self-evaluation, and
* Help you integrate your academic work with the practical realities of the field. (GCE Handbook)

Choose your artifacts carefully; consult with others to ensure that they are a reflection of your strongest work. Compose your portfolio not only to meet the requirements of the capstone, but also to use in future job placements or interviews.

If you wish to retain a copy of your portfolio, you must prepare two copies of your portfolio; the original for you to keep and a copy for the program.

Portfolio Components

**I. MTEL Score Reports**

Provide copies of the MTEL Score Reports you have received. If you do not have copies, you can go online to [www.doe.mass.edu](http://www.doe.mass.edu) to download your MTEL summary page. You can also go to [www.nercve.umb.edu](http://www.nercve.umb.edu), under Current Students, License Information, MTEL Score Reports for specific instructions.

**II. Pre-Practicum Verification Form**

Once you have completed the required 100 hours of prepracticum experiences and have submitted the verification forms to the TVI office, your advisor will provide you with a one-page verification form for your Portfolio.

**III. Curriculum Vita**

Include a copy of your up-to-date resumé.

**IV. Philosophy of Education Statement**

Describe your philosophy of education taking into consideration the unique learning needs of students with visual impairments and those with addition disabilities as well as the domains of the philosophy of education rubric: developmental nature of learning, commitment, roles, educational opportunity, values and writing. (2-3 pages)

**Philosophy of Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet standard** |
| ICC1 K1  B&VI2 K3  B&VI2 K4 | Developmental nature of learning | Demonstrates an understanding of the developmental nature of learning by clearly discussing teaching methods that are grade/subject appropriate. | Refers to developmental nature of learning and connects this knowledge to teaching methods. | Refers to developmental nature of learning but does not relate this knowledge to a discussion of teaching methods. |
| ICC9 S5 | Commitment | Demonstrates a clear commitment to teaching. | Explains the desire to teach. | Does not describe the desire to teach. |
| ICC1 K4  ICC9 K2, S1,S2  B&VI10 S1 | Roles | Demonstrates a clear understanding of the roles of student and teacher. | Discusses the different roles of students and teachers. | Lacks an understanding of the different roles of student and teacher. |
| ICC1 K3, K4, K5, K6  ICC5 K3, K5, K7  B&VI1 K1  B&VI5 S1, S2 | Educational opportunity | Demonstrates an understanding of the unique learning needs of students with visual impairments, including a strong commitment to equal access to educational opportunities and appropriate accommodations. | Shows an awareness of the unique learning needs of students with visual impairments, including equal access to educational opportunities and accommodations. | Does not address the unique learning needs of students with visual impairments, including equal access to educational opportunities and appropriate accommodations. |
| ICC9 K1-4  ICC9 S1-7 and S9-12  B&VI9 S1, S2 | Values | Demonstrates a clear understanding of the values consistent with the Teacher Education Program’s Conceptual Framework. | Refers to but does not reflect an understanding of values consistent with Teacher Education Program’s Conceptual Framework. | Does not reflect values consistent with Teacher Education Program’s Conceptual Framework. |
| ICC9 S8 | Writing | Begins the essay with a clear and well-developed thesis statement and carries its development throughout with the effective use of evidence. | Begins the essay with a thesis statement and carries its development through the essay. | Lacks either a thesis or its development throughout the essay. |

**V. Practicum/Field Work Products**

**All items for this section should be completed during your Practicum with students who are on your Practicum caseload.**

**A. Functional Vision Evaluation & Learning Media Assessment**

Select two children on your caseload, one in an academic program and one in a functional skills program (non-academic) and for each student complete both an FVE and an LMA.

1. Academic

2. Non-academic

**Assessments (LMA, FVE, ECC and Communication Skills Informal)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standards Addressed** | **Domain** | **3- Exceeds Standard** | | **2- Meets Standard** | **1- Does Not Meet Standard** |
| ICC8 K3 and S1  B&VI8 K2, S5 | Need for assessment | | Clearly identifies student’s need for the chosen assessment using supporting background information | States student’s need for assessment and gives brief background information | Gives no background information on student or reason for assessment |
| ICC8 S2, S4  B&VI8 K2, S1 | Procedures | | Adapts and uses assessment procedures based on individual student’s needs  Provides detailed description of student’s performance | Uses assessment procedures based on needs of most visually impaired students  Provides description of student’s performance | Does not provide description of assessment procedures  Student performance is listed briefly |
| ICC7 S4  I CC8 K5, S6  B&VI7 K1  VI8 S1, S2, S3 | Link to recommendations | | Uses assessment information to determine instructional planning, accommodations, eligibility, program and placement decisions as appropriate. | Makes link between assessment results and program recommendations and placement decisions as appropriate | No clear link between assessment results and recommendations |
| ICC8 S7 | Written report | | Assessment report is comprehensive, clearly written, easy to understand, well organized | Report is clearly written and can be understood by professionals, though does contain jargon | Report is not clearly written. |

**B. Evidence of an Assessment-Based Environmental**

**Modification**

As part of a Functional Vision Evaluation and Learning Media Assessment of a student on your caseload, include one design for an environmental adaptation which you have implemented. This adaptation should be made within the student’s learning environment and should facilitate the student’s ability to learn. Provide a brief explanation (1-2 paragraphs) of the environmental modification and include evidence of the modification in place. (Photos will work as evidence.)

**Environmental Assessment/Modification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| CC8 S1, S2. S5  VI8 K5, S1 | Assessment | Excellent evaluation of student’s learning environment | Satisfactory evaluation of student’s learning environment | ncomplete evaluation of student’s learning environment |
| CC5 S3, S4  VI5 S1-S3 | Design | Provided/designed an instructional environment that facilitated student’s ability to learn | Some aspects of student’s learning environment were provided | Incomplete design of student’s learning environment’s modifications |
| CC5 S9  VI4 K18  VI5 S1-S3  VI7 S1-S3 | Implementation | Appropriate adaptations for effective instruction were implemented | Some adaptations for  effective instruction  were put in place | Important adaptations for effective instruction were missing |

**C. Expanded Core Curriculum Informal Assessment**

Select one area of the ECC and perform an informal assessment of a student’s skills. You may use a graded checklist of skills from your resource file or one that is recommended to you by your Supervising Practitioner or a colleague. Then write up your finding, being sure to include the domains listed in the assessment rubric. (1-2 pages)

**D. Communication Skills Informal Assessment**

Select a student on your caseload and do an informal assessment of any communication skill. For example, for a non-academic student you may look at receptive language, expressive language or perhaps use of symbolic communication. For an academic student, you could assess the child’s oral or written skills or perhaps the child’s understanding/use of non-verbal communication (gestures.) Then write up your findings, as above, being sure to identify the basis of your informal assessment. (1-2 pages)

**E. Braille Production (Minimum: 3 out of the 5)**

Produce braille samples for three out of the five areas listed.

Braille samples need to be accurate, in proper braille format and easy to read for the braille reader. Tactile graphics should be tactually distinctive, understandable and contribute to the student's understanding of the concept.

1. Lesson for a Beginning Reader

2. Tactile Graphic

3. Interlining Student Work

4. Book

5. Test

**Braille Artifacts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| B&VI4 K4  B&VI4 S1 | Design | Tactile graphics provided are interesting, well made and greatly add to student’s understanding of the concept | Tactile graphics are basic and understandable | Tactile graphics are confusing and inadequate |
| B&VI4 S1 | Clarity | Graphic is well-organized and tactually distinctive | Graphic shows organization with fairly clear tactile cues | Graphic not well- organized and some tactile markers are unclear |
|  | Accuracy | No errors | 2 or fewer errors per page | 5 or fewer errors per page |

**F. Expanded Core Curriculum Skill Lessons**

Use the lesson plan format provided to plan lessons for seven of the eight areas of the ECC listed below. You must provide evidence of teaching 5 of the lessons and write a one-page lesson reflection/self evaluation for each lesson taught and/or observed. You do not need to include samples of children’s work.

1. Compensatory Skills

(Suggestions: concept development, spatial understanding, study and organizational skills, speaking and listening skills, nemeth and math tools, keyboarding)

2. Compensatory Skills: Literacy Specific

(Suggestions: braille, large print, reading and writing)

3. Independent Living Skills

(Suggestions: hygiene, food prep, cleaning, dressing, self-care)

4. Social Skills

(Suggestions: conversation skills, use of gestures, making plans with friends, navigating social situations (cafeteria, playground, dating, etc.), using telephone

5. Career Education

(Suggestions: activities to learn first-hand the work done by others or to learn work-related skills)

6. Recreation and Leisure Skills

(Suggestions: focus on development of life-long skills for recreation and leisure, such as, playing games, turn-taking, bowling, hiking, swimming, knitting, shopping)

7. Technology

(Suggestions: instruction in the use of technology. Lesson can be for another area of the curriculum, for example, using the internet to get bus schedule or restaurant menu or to find the location of nearest DMV to obtain ID card)

8. Self Determination

(Suggestions: development of child’s vision portfolio, teaching child to ask for assistance, help with teacher inservice, order own books, etc.)

**Lesson Plan**

| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| --- | --- | --- | --- | --- |
| ICC7 K2, K4, S8, S10  B&VI2 K4  B&VI7 K1  B&VI7 S1-S3  B&VI8 S1, S2, S3,S5 | Planning  Measurable Lesson Objectives  Students’ Prerequisite Knowledge and Skills | Clearly specifies the results of formal and informal assessments as well as knowledge of human development to identify teaching strategies & activities.  Specifies developmental cognitive abilities of students for whom the lesson is designed and needed level of background knowledge | Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies & activities.  Identifies background  knowledge for this lesson | No evidence of planning that drew on results from assessments  States minimal background knowledge for this lesson |
| ICC7 K2, K3, S1, S6, S7  ICC8 K2  B&V14, S1-S5  B&VI5 S1, S2  B&V17 S3  B&V18 K2 | IEP Goals and  Objectives  Accommoda-  tions  Links to Learning Standards and IEPs | Uses information in IEPs to plan strategies for integrating students with disabilities into general curriculum lesson.  Describes accommodations made for the student with VI based on individual needs as described in IEP that appear to match learner needs  Clearly states learning objectives that are linked to the MA Curriculum Frameworks. | IEP objectives are specified, with some links to lesson.  Describes some accommodations made for the student with VI that may match learner needs  The learning objectives are stated, and the MA Curriculum Frameworks on which the lesson is based are listed, but the link between these two is not clear. | IEP objectives addressed in lesson are not identified, OR identified, but link to lesson is not clear  Does not describe accommodations made for student with VI, OR describes accommodations that do not appear to match learner needs for particular lesson  The link between, the learning objectives and the MA Curriculum Frameworks is not clearly stated. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ICC4 S3  ICC7 S9, S11  B&VI4 S2  B&VI7 S1-S3 | Technology  Materials | Incorporates appropriate technology and media in lesson planning that supports student with VI to be independent in the inclusive setting  Identifies appropriate materials and other resources for promoting learning based on individual needs | Incorporates some technology and media in lesson planning that supports student with VI  Identifies some appropriate materials and other resources for promoting learning | Technology does not support learning of lesson objectives, or is not appropriately matched to student abilities  Identifies no materials or resources, or identified materials do not promote learning based on individual needs |
| ICC5 K3, S8, S9  ICC7 S5, S6, S12, S13  B&VI5 S1, S2  B&VI7 S1, S2 | Instructional Procedures | Clearly defines both the teacher’s and the student’s roles in a detailed, sequential outline | The lesson contains an outline and timeframe for each step | The lesson contains an outline |
| ICC7 S13, S15  B&VI8 K2  B&VI8 S1-S3 | Evaluation  Assessment Procedures | The candidate has used both formal and informal assessments to ascertain the level of student’s understanding | Candidate relies on one means of assessment to ascertain the level of student understanding | Candidate does not use any means of assessment to ascertain the level of student understanding |

**Reflection/Critique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| ICC9 S7, S9, S11 | Self reflection | Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives | Reflections illustrate some ability to critique work, and to suggest constructive practical alternatives | Reflections illustrate a minimal attempt and ability to critique work |

**G. Communication Skills for Students with Additional Disabilities**

Each of the three Communication Skills projects listed below consists of two parts: Design Plan and Lesson Plan. The Design Plan is a brief explanation of why you are doing the lesson with this particular child, including information of the child’s functioning and the reason for choosing the communication mode. You must teach 2 of the lessons and write a one-page lesson reflection/self evaluation for both.

1. Object Based Calendar System

The actual (real) objects you select for this system must be used in the activity with the child. For example, a washcloth could represent hand washing, the juice cup that the child uses represents snack time, the child’s toothbrush stands for the toothbrushing activity, etc.

2. Symbol Based Calendar System

A symbol represents the related activity, i.e., a piece of a washcloth could represents hand washing or a half of a cup glued to cardboard represents juice time (or at a higher level, picture of a cup or outline drawing of cup could be used.)

3. Activity Based Routine

Think of some area of a functional skills curriculum that you are working on with a student where doing the activity teaches the student how to complete the task. The activity is broken down into a series of sequential steps that are followed each time the activity is done. Activity Based Routines are often set up for such tasks as taking off coat and hanging it on a hook, brushing teeth, unpacking backpack, setting the table, etc.

**Communication Skills Projects for Students with Additional Disabilities**

**Object Communication, Symbol Communication, Activity Routine**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| ICC8 S1, S2, S5  B&VI8 K2, S1 | Definition | Projects indicate clear delineation between object, symbol and activity routine communication systems | Projects indicate some delineation between object, symbol and activity routine communication systems. | Unclear delineation between object, symbol and activity routine communication systems. |
| ICC5 S4, S9  VI5 S1 | Design | Design plan clearly describes assessed student level of functioning and link to communication need | Student level of functioning briefly covered and linked to communication need. | Student level of functioning not liked to communication system |
| ICC5 S9  B&VI5 S1  B&VI7 S1-S3 | Materials | Materials used in plan are tactually/visually/auditorily clear, appropriate and tailored to the unique learning need of student. | Materials used in plan are tactually/visually/auditorily clear and appropriate to learning need of student | Materials used in the plan are not closely related to the communication need |
| ICC8 S1, S2, S5  B&VI8 K2, S1 | Examples | Provides samples or photographs of materials used in plan | Provides samples or photographs of materials used in plan | No samples provided |

**H. Report Interpretation from a Comprehensive Education Evaluation**

Using the report from a comprehensive educational evaluation that has been done on one of your students, write a clear, concise summary including specific recommendations. Be specific as to what tests were done, including a brief summary of the results of each. The original evaluation could include achievements tests, standardized testing, or progress reports. (2-3 pages) Do not submit original evaluation.

**I. Report Interpretations from Two Disability Specific Evaluations (Other than a FVE/LMA or O&M)**

Each report interpretation should provide a concise summary of a report from another disability specialist. Some examples are: PT, OT, Speech and Language, Behavioral Specialist, or Psychologist. (1 page)

**J. Evidence of Modification and Adaptation of Materials**

For each level listed below, provide evidence of a modification or adaptation that you have made on **classroom materials** for a student on your caseload. Only one item is needed for each level. It can be for either an academic or a non-academic student. Evidence includes pictures, modified materials, or copies of materials. (If your caseload does not include all three levels, then you can provide two examples from one level and one from the other.)

1. Elementary Students (Academic or Non-Academic)

2. Middle School Students (Academic or Non-Academic)

3. High School Students (Academic or Non-Academic)

**VI. Practicum Hours List and Verification**

Provide a list of all hours you have worked during your Practicum experience. The list must be signed by your Supervising Practitioner.

**VII. Evaluations from Practicum Supervisors**

Include a copy of your final PPA and CEC evaluations.

**Optional:**

**VIII. Evidence of Service Activity in the Field of Visual Impairments**

This is an extra credit item. It gives you an opportunity to showcase an activity that you have done during your Practicum that goes above and beyond the requirements of your TVI job. Other TVI students have documents such activities as planning and carrying out a Saturday bowling party for students and their families, construction of a running guide on a playground, holding an in-service program for school nurses, participation in running a professional conference.

This extra credit is not intended for the activities you would normally do with the education team or classmates on behalf of the students on your caseload.

**Overall Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards**  **Addressed** | **Domain** | **3- Exceeds Standard** | **2- Meets Standard** | **1- Does Not Meet Standard** |
| ICC9 S8 | Presentation | Items are clearly introduced, well organized, and creatively displayed  Follows all portfolio guidelines for physical appearance and content overview | Items are introduced and somewhat organized  Follows most portfolio guidelines for physical appearance and content overview | Items are introduced but poorly organized  Few portfolio guidelines for physical appearance and content overview are followed |