

APPENDIX D

Practicum Forms

(The following practicum forms will be kept on file at the Institute.
Please refer to the current Practicum Handbook for the complete
set of documents required for the Practicum)



Student Practicum Contract – CD882: School-Based Literacy Practicum

Site: _____ **Candidate:** _____

On-Site Supervisor(s): _____ **Semester:** _____

STUDENT’S SCHEDULE:

1. Required days and time: _____
2. Total hours per week on site: _____
3. Optional times: _____
4. Estimated hours/week spent in off site preparation: _____
5. Start date: _____
6. Completion date: _____
7. Confirmed days off: _____

STUDENT’S RESPONSIBILITIES:

1. Direct service to students: _____
2. Diagnostic evaluations: _____
3. Teaching in inclusive classrooms: _____
4. Other (group assessments, team conferences, parent conferences, library readings, etc.): _____

SUPERVISOR’S RESPONSIBILITIES:

1. Practicum experiences to facilitate: _____
2. Meetings with Candidate (frequency, purpose, structure): _____
3. Observations of Candidate: _____
4. Dates of Candidate evaluations: _____
5. Other: (readings, assessments or instructional programs with which student must be familiar): _____

Supervising Practitioner’s Signature _____

Candidate’s Signature _____

Program Supervisor’s Signature _____



Supervisor Observation Form

| | | | |
|---|-----------------|--|----------------|
| Candidate Name: | | Date of Lesson: | Observation #: |
| Time (start/end): | | Observed by: | |
| Content Topic: | | Lesson Objective: | |
| Format: <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Other: | | | |
| Candidate Feedback | | | |
| CAP Element | Evidence | | |
| 1.A.1 Subject Matter Knowledge | | | |
| 1.A.3 Well-Structured Units and Lessons | | | |
| 1.B.2 Adjustments to Practice | | | |
| II.A.3 Meeting Diverse Needs | | | |
| II.B.1 Safe Learning Environments | | | |
| II.E.1 High Expectations | | | |
| IV.A.1 Reflective Practice | | | |
| Reading Specialist Indicators | | | |
| <u>Areas of Strength Observed (Reinforcement Areas)</u> | | <u>Areas for Continued Growth (Refinement Areas)</u> | |
| | | | |

MA ESE Candidate Assessment of Performance (CAP) Form

The CAP form is required for eligibility for the Massachusetts Reading Specialist Teacher- Initial License. The following comes directly from the Educator Preparation website of the MA Department of Elementary and Secondary Education and can also be found at: <http://www.doe.mass.edu/edprep/cap/guidelines.html>

Modified Appendix A: Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates

The following appendix includes two sections to be completed for specialist teacher candidates*:

- Section 1: General information should be completed by the teacher candidate and the Program Supervisor
- Section 2: Summary and Signatures will need to be completed by the Supervising Practitioner, the Program Supervisor, and the teacher candidate.

All sections of the form must be retained on file at the Sponsoring Organization.

* For specialist teacher candidates, in regulations ([603 CMR 7.07](#)), which include Reading Specialists, Academically Advanced, and Speech, Language, and Hearing Disorders; programs are responsible for designing and implementing their own performance assessment that measures a candidate's ability to demonstrate Subject Matter Knowledge (SMKs) and/or Professional Standards for Teachers (PSTs) as applicable to the license.



| Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates | | | | | |
|---|--|--|--------------------------|--------------------------|----------------------|
| Section 1: General Information (to be completed by the Candidate) | | | | | |
| Candidate Information | | | | | |
| First Name: | | Last Name: | | | |
| Street Address: | | | | | |
| City/Town: | | State: | | Zip: | |
| MEPID #: | | | | | |
| Massachusetts license number (if applicable): | | | | | |
| Program Information | | | | | |
| Sponsoring Organization: | | | | | |
| Program Area & Grade Level: | | | | | |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | Yes | No | |
| Practicum Information | | <input type="checkbox"/> | Practicum | <input type="checkbox"/> | Practicum Equivalent |
| Practicum/Equivalent Course Number: | | Credit hours: | | | |
| Practicum/Equivalent Seminar Course Title: | | | | | |
| Practicum/Equivalent Site: | | Grade Level(s) of Students: | | | |
| Total Number of Practicum Hours: | | Number of hours assumed full responsibility in the role: | | | |
| Supervising Practitioner Information (to be completed by the Program Supervisor) | | | | | |
| Name: | | | | | |
| School District: | | Position: | | | |
| License Field(s): | | MEPID or License # | | | |
| # of years experience under license: | | <input type="checkbox"/> | Initial | <input type="checkbox"/> | Professional |

| | |
|--|--|
| To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|--|--|

| Candidate Assessment of Performance (CAP) Form for Specialist Teacher Candidates | | |
|---|--------------------------|--|
| Section 2: Summary and Signatures | | |
| Three-Way Meetings | | |
| 1 st Three-Way Meeting Date: | Candidate | |
| | Supervising Practitioner | |
| | Program Supervisor | |
| 2 nd Three-Way Meeting Date: | Candidate | |
| | Supervising Practitioner | |
| | Program Supervisor | |
| Final Three-Way Meeting Date: | Candidate | |
| | Supervising Practitioner | |
| | Program Supervisor | |

| | | | | |
|--|----------------|--------------------------|---------------|--------------------------|
| Based on the candidate's performance, we have determined this candidate to be: | Ready to Teach | <input type="checkbox"/> | Not Yet Ready | <input type="checkbox"/> |
| Supervising Practitioner | Date: | | | |
| Program Supervisor | Date: | | | |
| Mediator (if necessary see: 603 CMR 7.04(4)) | Date: | | | |



CAP Summative Assessment Rubric

Readiness Thresholds indicated with *

When rating the **Dimensions of Readiness**, use the following key:

Quality: *ability to perform the skill, action or behavior*; **Scope:** *the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality*; **Consistency:** *the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*.

Summative Assessment - Calibration

| Candidate: | | Date: | | |
|--|--|--|--|---|
| I.A.1: Subject Matter Knowledge | | | | |
| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-A-1. Subject Matter Knowledge | Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |
| Evidence: | | | | |

I.A.3: Well-Structured Lessons

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------------------|--|--|--|--|
| I-A-4. Well-Structured Lessons | Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |

Evidence:

I.B.2: Adjustment to Practice

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|----------------------------------|---|--|---|---|
| I-B-2. Adjustment to Practice | Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |

Evidence:

| II.A.3: Meeting Diverse Needs | | | | |
|--------------------------------------|--|--|--|---|
| II-A-3. Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |
| Evidence: | | | | |
| II.B.1: Safe Learning Environment | | | | |
| II-B-1. Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |
| Evidence: | | | | |

| II.D.2: High Expectations | | | | |
|--------------------------------|--|--|--|--|
| II-D-2. High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| | | Does not communicate specific academic and behavior expectations to students and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |
| Evidence: | | | | |
| IV.A.1: Reflective Practice | | | | |
| IV-A-1. Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning. |
| Quality | | | * | |
| Scope | | * | | |
| Consistency | | * | | |
| Evidence: | | | | |

| Summary of Ratings | | | | |
|----------------------------------|---------|-------|-------------|---------------------------------|
| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| 1.A.4: Well-Structured Lessons | | | | |
| 1.B.2: Adjustment to Practice | | | | |
| 2.A.3: Meeting Diverse Needs | | | | |
| 2.B.1: Safe Learning Environment | | | | |
| 2.D.2: High Expectations | | | | |
| 4.A.1: Reflective Practice | | | | |

Supervising Practitioner Summary Comments pertaining to performance standards above and growth towards Reading Specialist Indicators (see Reading Specialist Indicator Reference sheet below):

Supervisor Signature: _____ Date: _____

Reading Specialist Indicators

| Candidate: | Supervising Practitioner: | | | |
|--|---|---|--|----------------------------|
| Reading Specialist Subject Matter | Competence Demonstrated at Mid-term | | | |
| The Candidate demonstrates knowledge and skills in the following areas: | Introductory Level (beginning/ developing) | Moderate Level (developing/ competent) | High Level (competent/ skilled) | N/A or Not Observed |
| a. Evidenced-based ¹ concepts of language and literacy (<i>i.e.</i> , supported by evidence presented in peer-reviewed literature). | | | | |
| b. Components of language: phonology, syntax, semantics, morphology, discourse, pragmatics. | | | | |
| c. Components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension. | | | | |
| d. The reciprocal relationships among: <ul style="list-style-type: none"> i. Phonemic awareness, phonological awareness, rapid automatic naming speed, decoding, word recognition, and spelling. ii. Decoding, fluency, and reading comprehension. iii. Background knowledge, vocabulary, decoding, and reading comprehension. iv. Reading comprehension and writing/composition. v. Listening comprehension and reading comprehension. vi. Reading, writing, language, viewing, speaking, and listening in service of building knowledge. | | | | |
| e. Brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development. | | | | |
| f. Characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia. | | | | |
| g. Aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of text complexity, alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts. | | | | |

¹ *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. 29 Nov. 2016. www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf

| | | | | |
|---|--|--|--|--|
| <p>h. Aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student’s current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.</p> | | | | |
| <p>i. Elements of composition, including:</p> <ul style="list-style-type: none"> i. Craft and structure of texts in various genres and forms. ii. Composition process. | | | | |
| <p>j. Evidence-based practices for explicit, systematic, and cumulative instruction in the following topics, aligned to grade specific standards in the 2017 Massachusetts English Language Arts and Literacy Framework and the digital literacy standards of the 2016 Massachusetts Standards for Digital Literacy and Computer Science:</p> <ul style="list-style-type: none"> i. Concepts of print, including the alphabetic principle. ii. Phonological and phonemic awareness, including the progression of phonological awareness skills and of phoneme skill development. iii. Phonics for word recognition and spelling, including the systematic, cumulative progression of phonics concepts, syllabication, and spelling rules/generalizations. iv. Oral reading fluency at the word, sentence, and passage levels, including reading sight words with automaticity v. Comprehension, including vocabulary, word knowledge, text structures, summarizing, monitoring for understanding, and integration of content presented in diverse formats. vi. Vocabulary, including approaches for selecting words to teach in-depth and word learning strategies such as the use of context and word parts (morphology). vii. English grammar and usage, and conventions of English. viii. Progressions of writing skills, including: letter formation, encoding/spelling, conventions, sentence structure, paragraph formation. ix. Writing, including idea development, the organization and purpose of arguments, informative/explanatory texts, and narratives; using the writing process; and awareness of task, audience, and purpose. x. Handwriting and developmentally appropriate keyboarding. xi. Speaking and listening skills, including skills required for collaborative conversations and presentations. xii. Digital/media literacies, with particular emphasis on online research and the evaluation of online information for accuracy and bias. | | | | |
| <p>k. Evidence-based practices for literacy across content areas, including disciplinary literacy.</p> | | | | |
| <p>l. Purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and</p> | | | | |

| | | | | |
|---|--|--|--|--|
| scientifically based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress monitoring, and summative purposes | | | | |
| m. Approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction. | | | | |
| n. Structure and purpose of flexible tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition | | | | |
| o. Collaborative leadership and adult learning theories and strategies related to: <ul style="list-style-type: none"> i. Effective mentorship and coaching. ii. Planning and leading professional development. iii. Developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies. iv. The evaluation and selection of core and intervention instructional materials for literacy. | | | | |



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

School of Health and Rehabilitation Sciences
Department of Communication Sciences and Disorders
Certificate of Advanced Study in Literacy and Language Program
Charlestown Navy Yard, 36 1st Ave., Boston, MA 02129

This confirms that I have received the 2021-2023 Certificate of Advanced Study in Language and Literacy Policies and Procedures Manual. I understand I may contact the Director of the Language and Literacy CAS Program if I have any questions about the manual.

Print your name: _____

Sign your name: _____

Today's date: _____