

# **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 – CD 882: 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**

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

## **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"/> Yes	<input type="checkbox"/> 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 Form for Specialist Teacher Candidates**

**Section 2: Total Hours and Signatures**

**Three-Way Meetings**

**1<sup>st</sup> Three Way Meeting | Date: \_\_\_\_\_**

Candidate	
Supervising Practitioner	
Program Supervisor	

**2<sup>nd</sup> Three Way Meeting | Date: \_\_\_\_\_**

Candidate	
Supervising Practitioner	
Program Supervisor	

**3<sup>rd</sup> Three Way Meeting | Date: \_\_\_\_\_**

Candidate	
Supervising Practitioner	
Program Supervisor	

Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:	
Based on the candidate's performance as measured on the CAP Rubric, 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:		

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

**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.	<b>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.</b>	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:**



<b>I.A.3: Well-Structured Units and Lessons</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-3. Well-Structured Units and 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.	<b>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.</b>	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:**

<b>I.B.2: Adjustments to Practice</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-2. Adjustments 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.	<b>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.</b>	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:**

<b>II.A.3: Meeting Diverse Needs</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	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.	<b>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.</b>	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:**

<b>II.B.1: Safe Learning Environment</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	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.	<b>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.</b>	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:**

<b>II.E.1: High Expectations</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	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.	<b>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.</b>	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

<b>IV.A.1: Reflective Practice</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	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.	<b>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.</b>	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:**



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 1<sup>st</sup> Ave., Boston, MA 02129

**Policy and Procedure Sign off**

This confirms that I have received the 2023-2024 Certificate of Advanced Study in Language and Literacy Policies and Procedures Manual. I understand I may contact the Director of the Literacy and Language CAS Program if I have any questions about the manual.

Print your name: \_\_\_\_\_

Sign your name: \_\_\_\_\_

Today's date: \_\_\_\_\_