



OFFICE OF LICENSURE AND FIELD PLACEMENT

REQUEST FOR A REDUCTION IN STUDENT TEACHING

The student teaching/practicum requirement cannot be reduced beyond one-half of the requirement set forth by the Regulations for Educator Licensure by the MA Department of Elementary & Secondary Education (DESE). Therefore, students will receive no more than six (6) credits toward the reduction of undergraduate student teaching and three (3) credits toward the reduction of graduate practica.

Students **MUST** meet the following eligibility requirements in order to submit a portfolio for a reduction in student teaching:

- Cumulative GPA of 2.75 or above; GPA in major of 3.0 or above
- Passing Scores on ALL appropriate portions of the Massachusetts Tests for Educator Licensure (MTEL)
- Have completed AT LEAST two full years of teaching experience.

Students requesting a reduction in student teaching should complete and submit a portfolio that includes the following:

- A Cover Sheet
- A Personal Statement describing past experiences with children, career goals, etc. This should reflect your philosophy of education, goals for the practicum, and immediate career goals. This information may be shared with your cooperating practitioner.
- A Table of Contents
- A Current Resume
- An Updated, *signed* Plan of Study from your Faculty Advisor/Graduate Coordinator
- A Statement outlining your prior teaching experience
- A Statement from your employer(s) verifying your teaching experience in the role of the license sought
- A copy of your Salem State transcript
- Three lesson plans that you developed and taught as part of your prior teaching experience with reflective comments.

The portfolio should be presented in a professional manner. Incomplete portfolios will not be accepted. Please be sure all contents are grammatically correct. Please submit the portfolio to:

**Licensure Officer
Salem State University
352 Lafayette Street
Sullivan Building, Room 114
Salem, MA 01970-5353**

*An assessment fee of \$200 to cover the evaluation of the portfolio is required at the time of submission of a reduction application portfolio. Contact the Office of Licensure and Field Placement with questions at (978) 542-6472.



**Reduction in Student Teaching Application
PERSONAL INFORMATION FORM**

Student Name: _____
(Last) (First) (Middle Initial)

Student ID #: _____

MEPID ID #: _____

Social Security #: _____

Date of Birth: _____

Address: _____

Program of Study: Undergraduate _____ Graduate _____

Elementary _____ Early Childhood _____ Secondary _____

Education Advisor: _____

Arts & Sciences Major: _____

Arts & Sciences Advisor: _____

Semester of Student Teaching: Fall _____ Spring _____ Year: _____

Candidate's Name: _____ MEPID #: _____

License: _____ Field: _____ Program Advisor: _____

Preservice Performance Assessment for Practicum or Practicum Equivalent

Professional Standards for Teachers: *Regulations 603 CMR 7.00, Section 7.08*

(a) Plans Curriculum and Instruction

<i>Standard</i>	<i>Evidence Presented in Portfolio</i> <small>(Student: Please complete for each standard strand)</small>	<i>Evaluator Rating</i>	<i>Comments</i>
(a)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. <i>Specify Curriculum Frameworks title, learning standards used, and concept and skills used.</i>			
(a)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.			
(a)3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.			
(a)4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.			
(a)5: Plans lessons with clear objectives and relevant measurable outcomes.			
(a)6: Draws on resources from colleagues, families, and the community to enhance learning.			
(a)7: Incorporates appropriate technology and media in lesson planning.			
(a)8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms			

Rating Scale: 1=Does Not Meet; 2=Inconsistently Meets; 3=Satisfactory; 4=Exemplary; NA=Not Applicable.

Candidate's Name: _____

(b)Delivers Effective Instruction

<i>Standard</i>	<i>Evidence Presented in Portfolio (Student: Please complete for each standard strand)</i>	<i>Evaluator Rating</i>	<i>Comments</i>
(b)1: Communicates high standards and expectations when beginning the lesson:			
a. Makes learning objectives clear to the student.			
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.			
(b)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 adequate knowledge of and approach to the academic content of lessons. (See License-Specific evaluation questions.)			

Rating Scale: 1=Does Not Meet; 2=Inconsistently Meets; 3=Satisfactory; 4=Exemplary; NA=Not Applicable.

Candidate's Name: _____

<i>Standard</i>	<i>Evidence Presented in Portfolio (Student: Please complete for each standard strand)</i>	<i>Evaluator Rating</i>	<i>Comments</i>
d. Employs a variety of reading and writing strategies for addressing the learning objectives.			
e. Employs appropriate sheltered English or subject matter strategies for English language learners. (This standard will be implemented in September 2004.)			
f. Uses questioning to stimulate thinking and encourages all students to respond.			
g. Uses instructional technology appropriately.			
(b)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.			
(b)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 achievement students for parents or guardians, and school personnel.			

Rating Scale: 1=Does Not Meet; 2=Inconsistently Meets; 3=Satisfactory; 4=Exemplary; NA=Not Applicable.

Candidate's Name: _____

(c) Manages Classroom Climate

<i>Standard</i>	<i>Evidence Presented in Portfolio (Student: Please complete for each standard strand)</i>	<i>Evaluator Rating</i>	<i>Comments</i>
(c)1: Creates an environment that is conducive to learning.			
(c)2: Creates a physical environment appropriate to range of learning activities.			
(c)3: Maintains appropriate standards of behavior, mutual respect, and safety.			
(c)4: Manages classroom routines and procedures without loss of significant instructional time.			

(d) Promotes Equity

<i>Standard</i>	<i>Evidence Presented in Portfolio (Student: Please complete for each standard strand)</i>	<i>Evaluator Rating</i>	<i>Comments</i>
(d)1: Encourages all students to believe that effort is a key to achievement.			
(d)2: Works to promote achievement by all students without exception.			
(d)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 judgement to determine if instructional adjustments are necessary.			
(d)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 Scale: 1=Does Not Meet; 2=Inconsistently Meets; 3=Satisfactory; 4=Exemplary; NA=Not Applicable.

Candidate's Name: _____

(e) Meets Professional Standards

<i>Standard</i>	<i>Evidence Presented in Portfolio (Student: Please complete for each standard strand)</i>	<i>Evaluator Rating</i>	<i>Comments</i>
(e)1: Understands his or her legal and moral responsibilities.			
(e)2: Conveys knowledge of and enthusiasm for his/her academic discipline to students.			
(e)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.			
(e)4: Collaborates with colleagues to improve instruction, assessment, and student achievement.			
(e)5: Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.			
(e)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.			
(e)7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.			

Rating Scale: 1=Does Not Meet; 2=Inconsistently Meets; 3=Satisfactory; 4=Exemplary; NA=Not Applicable.

Summary: Teacher candidate's *Preservice Performance Assessment* in the practicum equivalent is satisfactory: Yes _____ or No _____. Please briefly explain the summary rating (one or two sentences).

Portfolio Evaluator (signature): _____ Date: _____

Education Chair (signature): _____ Date: _____