

**University of Massachusetts
Secondary Teacher Education Program
Pre-Practicum Performance Assessment Form (PPPA)**

Pre-Practicum Student Name: _____

Date: _____

Sponsoring Teacher: _____

School: _____

Clinical Faculty: _____

Methods Faculty: _____

The purpose of this instrument is to document the developmental performance level of the STEP Pre-Practicum Candidate at the end of his/her pre-practicum experience (the mid-point of the Secondary Teacher Education Program). The results are used in conjunction with portfolio evidence submitted by the Pre-Practicum candidate to determine the candidate's readiness to proceed to the Student Teaching Practicum. While Pre-Practicum Candidates should strive towards "Target" for each of the areas listed, we recognize that learning to teach is a developmental process, and that STEP Candidates will each have unique paths. STEP identifies the minimum acceptable performance level for passing and completing the Pre-Practicum as "Level 3" in the majority of the competency areas. Pre-Practicum candidates are responsible for rating themselves in each area, conferencing with the Pre-Practicum sponsoring teacher for his/her initials in each area, and for collecting portfolio documents listed next to each area in conjunction with this completed, signed rubric. Each of the competency areas are linked to the Massachusetts' Professional Standards for Beginning Teachers, build on previous work in STEP, and lay the groundwork for the Student Teaching Practicum. If you have any questions regarding this rubric, please contact the appropriate subject matter advisor or the Director of STEP Student Teaching, Marge Magouirk Colbert at (413) 545-1113 or at magouirk@educ.umass.edu

Levels of Performance

Level 1 (unacceptable): The candidate needs substantially more work through lengthened Pre-Practicum, more courses, and continued work with a sponsoring teacher.

Level 2 (unacceptable): The candidate can benefit from more work with a mentor teacher in this area. Unless there are a great number of Level 2 ratings on the rubric, this level does not block the movement to the full practicum, but identifies areas for significant further work with a mentor.

Level 3 (acceptable): The candidate demonstrates the principle to the degree necessary to make the classroom function. May lack fluidness of use, but the result is effective at a Pre-Practicum level. More work in this area is necessary during Student Teaching.

Level 4 (acceptable): The candidate exhibits the competency most of the time in a high quality manner expected of a Pre-Practicum Candidate. More work in this area will be helpful in Student Teaching.

Level 5 (target): The candidate exhibits the competency consistently and in a very high quality manner.

NO Not Observed or No Opportunity to perform this competency during the Pre-Practicum

(a) Plans Curriculum and Instruction Exhibits understanding of the concepts in the subject matter field (a.1) Clearly links curriculum frameworks and learning objectives with activities (a.1) Plans content and pedagogy appropriate to the subject matter, age and cognitive level of the students in the classroom (a.2) Considers student needs when designing lessons (a.3, a.8) Incorporates major content concepts into lessons in an appropriate manner (a.4) Organizes content for effective presentation (a.4) Plans and prepares in advance (a.5, b.2)	T	A	U	NO	Sponsoring Teacher Initials	Portfolio Evidence
	Sponsoring Teacher Comments					
(b) Delivers Effective Instruction <ul style="list-style-type: none"> • Uses instructional technology appropriately (a.7) • Conveys clear expectations for students (b.1, b.2, b.3, b.4) • Leads, provides direction to, and paces student activities (b.1) • Varies instructional strategies, types of assignments, and activities (b.1, b.2) • Attentive to lesson momentum, appropriate questioning, clarity of expectations (b.1, b.2) • Assigns homework that is clearly related to the content under study and to student ability (b.3) • Provides clear, timely feedback to students (b.1, b.2, b.3) • Monitors and assesses student progress (b.4) • Implements assessment strategies clearly related to the learning objectives (b.4) • Accurately conveys the level of student achievement to the students (b.4) 	T	A	U	NO	Sponsoring Teacher Initials	Portfolio Evidence
	Comments					
(c) Manages Classroom Climate Operation <ul style="list-style-type: none"> • Creates an environment that is conducive to learning (c.1) • Maintains classroom presence as the leader (c.1) • Is aware of all activities in the classroom (c.1) • Orients the classroom toward improvement and growth (c.1) • Organizes classroom space efficiently (c.2) • Balances variety and challenge in student activities (c.2) • Maintains appropriate standards of behavior, mutual respect, and safety (c.3) • Anticipates potential problems (c.3) • Establishes routines (c.4) • Handles routine tasks promptly, efficiently, and consistently (c.4) • Prepares materials in advance; ready to use (c.4) • Orchestrates smooth transitions and continuity of classroom momentum (c.4) 	T	A	U	NO	Sponsoring Teacher Initials	Portfolio Evidence
	Comments					

(d) Promotes Equity <ul style="list-style-type: none"> Shows concern for all students' well-being (d.2) Treats students equally (d.2) Shows respect and interest to all students (d.2, d.3) Creates situations for all students to succeed (d.1, d.2, d.3) Seeks to learn about students' lives outside of school (d.3) Understands and respects appropriate boundaries between teachers and students consistent with the norms of the school (d.2) Gives students appropriate levels of responsibility (d.1, d.2) 	T	A	U	NO	Sponsoring Teacher Initials	Portfolio Evidence
	Comments					
(e) Meets Professional Responsibilities <ul style="list-style-type: none"> Maintains professional role while being friendly (e.1) Maintains a positive classroom demeanor (e.1) Conveys enthusiasm for subject matter area (e.2) Maintains a timely regular Pre-Practicum schedule (e.1) Communicates about changes to schedule in timely fashion (e.1) Follows through on assignments and expectations (e.1) Understands and follows school rules and policies (e.1) Participates in Pre-Practicum activities in a collegial fashion (e.4) Accepts responsibility for classroom activities (e.4) Finds, implements, and shares new instructional strategies (e.3, e.4) Reflects critically upon teaching experiences and identifies areas of strengths and challenge (e.6) Is receptive to suggestions for growth as a teacher and professional (e.6) 	T	A	U	NO	Sponsoring Teacher Initials	Portfolio Evidence
	Comments					

The Pre-Practicum Team Agrees that this Pre-Practicum Student is Approved to (check one of the following):

- ☐ remain at the school site with the same sponsoring teacher who will be the designated cooperating teacher for Student Teaching.
- ☐ remain at the school site but is asked to find a different cooperating teacher for Student Teaching.
- ☐ find a different school site for Student Teaching.
- ☐ complete an additional semester of Pre-Practicum at the same or different school site prior to proceeding on to Student Teaching.
- ☐ leave the Secondary Teacher Education program.

Pre-Practicum Sponsoring Teacher
Date

Pre-Practicum Student
Date

Pre-Practicum Clinical Faculty	Date
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STEP Subject Area Advisor	Date
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