

The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

	Part 1-To be completed by the applicant. Practicum: Practicum Equivalent:
	1. Legal Name: (print) James Tainchard 2. SSN: 030482443
	3. Address: 10 Aldena Road Workester, MA 01603
	4. Sponsoring Organization: MESPA Program & Level: IT - K-12
	5. Practicum/Equivalent Course Number: EDLM 900 3 Credit Hours: 6 Course Title: Practicum Instructional Technology
	6. Practicum/Equivalent Site: Brand Moule School Ludlow, MA 7: Grade Levels of Students: 6-8
	8. Total number of practicum hours: 527.80 Number of hours assumed full responsibility in the role: 527.80
	9. Other Massachusetts licenses held if any:
	10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): YesNoNo
	Part II - To be completed by the Program Supervisor Name: (print) Robert Tucker Position/Title Program Director
	The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:
	Applicant's License Field: Instructional Technology Grade Level: K-12
	Part III – To be completed by the Supervising Practitioner Name: (print) Heather A. Bianchi – Goncalves Position: Sci-Tech Teacher
	School System: Ludlow Public Schools License: Initial (# yrs. experience): 10 or Professional:
	Massachusetts License #: 394531 Field(s): Instructional Technolog
	Part IV - Initial I, 2, and 3.
9/13 /	1. Injitial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant. Date: Program Supervisor: R. F.I. Supervising Practitioner:
	2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed. Date: 2/13/11 Applicant: Program Supervisor: R. F. Supervising Practitioner:
	3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments. Date: Applicant: Program Supervisor: R.F. I. Supervising Practitioner:
	Part V Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes:No:
	Program Supervisor (sign): Date: 5-76-11
	Supervising Practitioner (sign) Will Will State Supervising Practitioner (sign) Date: 5-26-11
	Mediator (if necessary: see 7.04(4))(sign):

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]).		
 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. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. 	Many informal assessments were evident, where he tapped for prior knowledge during the lesson through a question and answer session.	
 Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. Plans lessons with clear objectives and relevant measurable outcomes. Draws on resources from colleagues, families, and the community to enhance learning. 	Excellent way of reviewing/establishing prerequisite skills in a student driven environment. Students are given a 10-15 minute review of all skills, vocab and concepts needed for the day's lesson at the beginning of class in a discussion format.	
 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. 	Students can see/visualize what is being talked about by observing through use of the overhead projector as a student volunteer uses the computer to demonstrate review/new topics. IEP's are taken under careful consideration. He uses these plans to not only plan strategies for integrating students, but also designs an effective lesson for these students to succeed with confidence.	

Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction
2	Mr. Painchaud met the standard.
Rat	ing Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.
Candidate's N	ame:License:

Program Supervisor (initial):	Date:
Supervising Practitioner (initial):	Date:

Standard B – Delivers Effective Instruction			
Indicators	Evidence		
1. Communicates high standards and expectations when			
beginning the lesson.	Learning standards and expectations are clearly		
a) Makes learning objectives clear to students.	communicated both on the board as well as on the QUIA		
b) Communicates clearly in writing and speaking.	class page.		
c) Uses engaging ways to begin a new unit of study or lesson.	cluss puge.		
d) Builds on students' prior knowledge and experience.			
2. Communicates high standards and expectations when			
<u>carrying out the lesson</u> .			
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	He uses questioning techniques that encourages all		
students to respond.	students to participate. He uses student volunteers to		
f) Uses instructional technology appropriately.	demonstrate concepts to keep a student-centered		
g) Employs appropriate sheltered English or subject matter	classroom.		
strategies for English learners.	Classiconi.		
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			
c) Provides many and varied opportunities for students to achieve competence.	Students are provided many opportunities to achieve		
4. Communicates high standards and expectations when	competence during class. Aside from the classroom time,		
evaluating student learning.	he is available each day during Academic Support for		
a) Accurately measures student achievement of, and progress	students to receive extra help/reinforcement.		
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 Instruc	ction	
2	Mr. Painchaud has met the standard		
P.	ating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds t	he Standard · NA-Not Applicable	
Rating Scale: 1-Does Not wheet the Standard, 2-wheels the Standard, 5-Exceeds the Standard, NA-Not Applicable.			
Candidate's Name:License:		License:	
Program Supervisor (initial):Date:		Date:	
Supervising Practitioner (initial):Date:		Date:	

Standard C – Manages Classroom Climate and Operation		
Indicators Evidence		
1. Creates an environment that is conducive to learning.	Students are eager to get to his class on time.	
2. Creates a physical environment appropriate to a range of learning activities.		
3. Maintains appropriate standards of behavior, mutual respect, and safety.	Behavior expectations are posted on the wall.	
4. Manages classroom routines and procedures without loss of significant instructional time.		

Rating:	Explanation of Rating for Standard C – Manages Classroom Climate and Operation
2	Mr. Painchaud has met the standard

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

Standard D – Promotes Equity		
Indicators	Evidence	
 Encourages all students to believe that effort is a key to achievement. Works to promote achievement by all students without exception. 	All students are given encouragement. He speaks to them in a positive manner, no matter how discouraged they might get, he questions them until they can come up with the result themselves.	
 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. 	Many different learning strategies are incorporated into his instruction in order to allow all students equal access to the curriculum. Since some learners require more time to complete a given task, there is always an enrichment activity to keep the others busy.	

Rating:	Explanation of Rating for Standard D – Promotes Equity
	Mr. Painchaud has met the standard
R	lating Scale: 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:
Super vising Fractitioner (linuar).	_Date

Standard E – Meets Professional Responsibilities					
Indicators		Evidence			
1. Understand	Is his or her legal and moral responsibilities.				
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.		He will often times relate a particular lesson to a personal experience in the workforce. The students hang on his every word.			
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.		He will share any new ideas, techniques and strategies at Science and Technology Department meetings, as well as take away new strategies that are shared by others.			
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.		Parents and students are given an "Internet Safety Pledg to sign as well as other documentation that reflects			
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.		classroom, school and district policies and procedures.			
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.		Students review Ludlow's Acceptable Use Policy with him to understand what is and is not appropriate to do in the computer lab setting.			
Rating: 2	Explanation of Rating for Standard E – Meets Professional Responsibilities Mr. Painchaud has met the standard				
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.					
Candidate's 1	Name:	License:			
Program Supervisor (initial):					
Supervising Practitioner (initial):		Date:			

Summary Decision for Preservice Performance Assessment

Candidate (sign):	License:
Program Supervisor (sign):	Date
Supervising Practitioner (sign):	Dat
Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	2
(b) Delivers Effective Instruction	2
(c) Manages Classroom Climate	2
(d) Promotes Equity	2
(e) Meets Professional Responsibil	
	=Meets the Standard, 3=Exceeds the Standard; NA=Not App

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

Summary Decision for Preservice Performance Assessment

Teacher candidate's Preservice Performance Ass equivalent meets the Professional Standards for		
Candidate (sign): Jame Pauchaud	License: IT	
Program Supervisor (sign):	Date: 5-	26-11
Supervising Practitioner (sign): Platur ()	auchi Males Date: 5-0	<u> 26</u> –11
Standard	Rating (from pp. 2-5)	
(a) Plans Curriculum	2	
(b) Delivers Effective Instruction	2	
(c) Manages Classroom Climate	2	
(d) Promotes Equity	2	
(e) Meets Professional Responsibilities	<u>s</u>	
(b) Delivers Effective Instruction (c) Manages Classroom Climate (d) Promotes Equity	2 2 3 3 Standard 3=Exceeds the Standard: NA=Not Applicable.	

It was a pleasure to work with Jim in the capacity of Supervising Practitioner this year and watch the way he grew to be an even better professional. He brings so many skills to our students and faculty. He is incredibly dedicated to the field of education. He handles all of his responsibilities in a professional manner. We are very fortunate to have such a dedicated professional working with our kiels. Thank you your expertise, perserverance and devotion.

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