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**Appendix**

**Teacher of the Visually Impaired**

**Structured Guidance & Supports (SG&S)**

**Performance Rubrics and Required Form**

This Appendix includes a performance rubric to assess the candidate’s performance against indicators aligned to the subject matter knowledge requirements for the license being sought. The rubric should be reviewed at the Initial, Formative, and Summative meetings and it should be used for guidance and supports as well as for evaluation for meeting the competency review requirements. This Appendix also includes the required SG&S Form (3 pages) that should be submitted to the licensure office as documentation of the completed process.

Upon completion of the SG&S process, conducted over a supervised 150-hour field-based experience, the candidate and supervising educator should review progress and fill out the required licensure forms. The candidate must submit these forms to the licensure office to document completion of the competency review requirement. The forms may also be used to verify the successful completion of a 150-hour internship with a qualified mentor during the SG&S process for licensure candidates seeking to obtain an additional Initial or Professional license.

Candidates must meet at least a Proficient readiness threshold across all indicators on the specific license. The ultimate determination of competency is to be made by the supervising educator based on a holistic evaluation of the candidate’s demonstrated skills across the indicators. This is indicated by selecting Met Requirements or Not Met Requirements on the SG&S Form. See the “Performance Level” section of the SG&S Guidelines for more information on using the rubric.

If the supervising educator and supervising administrator determine that the licensure candidate has Not Met Requirements, the candidate may still submit the SG&S Form as partial fulfillment of this requirement. The candidate could then complete an additional 150-hour field-based experience or internship with an emphasis on high quality professional support growth opportunities and intensive supervision and support on areas where improvement is needed.

| **Rubric for Teacher of the Visually Impaired License** | | | | | | |
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| **1. Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical and intellectual development** | | | | | | |
| **Unsatisfactory** | | **Needs Improvement** | **Proficient** | | | **Exemplary** |
| Does not demonstrate knowledge and understanding of the critical differences in educational development between students who are blind/low vision and students who are not. Is unable to articulate and explain the impact of vision loss or impairment. | | Demonstrates basic knowledge and understanding of the critical differences in development between students who are blind/low vision and students who are not. Is able to articulate and explain the impact of vision loss or impairment through accurate oral and written communication of student learning needs. | Demonstrates sound knowledge and understanding of the critical differences in development between students who are blind/low vision and students who are not. Is able to articulate and explain the impact of vision loss or impairment through accurate and effective oral and written communication of student learning needs in a variety of settings through collaboration with stakeholders. | | | Consistently demonstrates and can articulate deep knowledge and understanding of the critical differences in development between students who are blind/low vision and students who are not. Is consistently and expertly able to articulate and explain the impact of vision loss or impairment through accurate and effective oral and written communication of student learning needs in a variety of settings through collaboration with stakeholders. |
| **2. How abnormalities in anatomy and physiology of the eye impact learning and function** | | | | | | |
| **Unsatisfactory** | **Needs Improvement** | | | **Proficient** | **Exemplary** | |
| is unable to demonstrate knowledge of abnormalities in the anatomy and physiology of the eye. Is unable able to articulate and explain the impact of abnormalities of the anatomy and physiology of the eye through and their impact on learning in oral or written communication of student learning needs in appropriate settings through collaboration with stakeholders. | Demonstrates knowledge of a range of the abnormalities in the anatomy and physiology of the eye. Is able to articulate and explain the impact of abnormalities of the anatomy and physiology of the eye through accurate and effective oral and written communication of student learning needs in a variety of settings through collaboration with stakeholders. | | | Frequently demonstrates knowledge of a wide range of the abnormalities in the anatomy and physiology of the eye and how those impact learning. Is able to articulate and explain the impact of abnormalities of the anatomy and physiology of the eye through accurate and effective oral and written communication of student learning needs in a variety of settings through collaboration with stakeholders. | Consistently demonstrates a thorough knowledge of a wide range of the abnormalities in the anatomy and physiology of the eye and how those impact learning. Is consistently able to articulate and explain the impact of abnormalities of the anatomy and physiology of the eye through accurate and effective oral and written communication of student learning needs in a variety of settings through collaboration with and modeling for stakeholders. | |

| **3. How to use state of the art assessment and screening, diagnostic and formative evaluation tools to identify students’ individual strengths and weaknesses as part of IEP development** | | | |
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| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate the ability to document knowledge of appropriate evaluation and assessment tools, the ability to match appropriate tools across environments, and to interpret results of functional vision exams to the IEP team in a manner easily understood by all team members. Is unable to explain effective development and delivery of IEP services through data analysis or incorporate assessment and evaluation results. Cannot develop meaningful IEPs. | Demonstrates the ability to document knowledge of appropriate evaluation and assessment tools, the ability to match appropriate tools across environments, and to interpret results of functional vision exams to the IEP team in a manner easily understood by all team members. Is able to explain effective development and delivery of IEP services through data analysis while incorporating assessment and evaluation results. Develops meaningful IEPs that demonstrate internal consistency amongst all sections of the IEP based on the evaluation and assessment data collected. | Consistently identifies, demonstrates and documents knowledge of appropriate evaluation and assessment tools, the ability to match appropriate tools across environments, and to interpret results of functional vision exams to the IEP team in a manner easily understood by all team members. Is able to explain effective development and delivery of IEP services through data analysis while incorporating assessment and evaluation results. Develops meaningful IEPs that demonstrate internal consistency amongst all sections of the IEP based on the evaluation and assessment data collected. | Expertly identifies, demonstrates and documents knowledge of appropriate evaluation and assessment tools, has the ability to match appropriate tools across environments, and interpret results of functional vision assessments and appropriate learning media assessment tools to the IEP team in a manner easily understood by team members. Consistently able to explain and model the effective development and delivery of IEP services through data analysis and effectively incorporating assessment and evaluation results. Consistently develops meaningful IEPs that demonstrate internal consistency among all sections based on evaluation and assessment data collected. |

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| **4** **The use of English Braille (UEB) for non-technical materials and UEB and Nemeth Code for Mathematics for technical materials.** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate the ability to effectively, read, write and teach UEB for all subjects (technical and non-technical) and use resources to read and write Nemeth Code for Mathematics for technical materials. Cannot explain the importance of Braille to members of the educational team. | Demonstrates the ability to read write and teach UEB for all subjects (technical and non-technical) and use resources to read and write Nemeth Code for Mathematics for technical materials. Explains the general importance of Braille in the education of students who are blind to most team members. Demonstrates general knowledge of available Braille supports. | Consistently demonstrates the ability to read, write, and teach UEB for all subjects (technical and non-technical) and use resources to read and write Nemeth Code for Mathematics for technical materials. Explains the importance of Braille in the education of students who are blind to team members. Demonstrates knowledge of available Braille supports. | Demonstrates the ability to expertly read, write, and teach UEB for all subjects (technical and non-technical) and use resources to read and write Nemeth Code for Mathematics for technical materials to a wide range of students. Explains effectively the importance of Braille to learning for students who are blind and visually impaired to all team members. Is familiar with how to access a wide range of Braille supports including state and regional libraries and Braille transcribers. |

| **5****. The use of Assistive Technology such as low vision devices and other vision related technology** | | | |
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| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate an understanding of or identify when a child would require the use of vision related assistive technology (low tech, medium tech, high tech) or to seek out appropriate resources for the students. Does not ensure that caregivers and service providers have appropriate training in the proper use of assistive technology. Does not demonstrate the ability to find support and resources for vision related assistive technology. | Demonstrates an understanding of and can identify when a child would require the use of vision related assistive technology (low tech, medium tech, high tech) or other assistive technology and seeks out the appropriate resources for the students. Ensures that caregivers and service providers have training in the proper use of vision related assistive technology and other educational related assistive technology. Demonstrates the ability to anticipate student assistive technology needs. Demonstrates the ability to find support and resources for vision related assistive technology. | Demonstrates a sound understanding of and can identify when a child would require the use of vision related assistive technology (low tech, medium tech, high tech) or other assistive technology and seeks out the appropriate resources for the students. Ensures that caregivers and service providers have sound training in the proper use of vision related assistive technology and other educational related assistive technology. Generally demonstrates the ability to anticipate student assistive technology needs. Frequently finds support and resources for vision related assistive technology. Demonstrates the appropriate use of assistive technology in a range of settings. | Demonstrates the ability to expertly identify which vision related assistive technology device is appropriate, to effectively utilize technology to a very high standard and across a variety of platforms. Demonstrates thorough knowledge of high and low technology devices. Teaches students to effectively use a range of technology across a wide range of settings. Ensures that caregivers and service providers have comprehensive training in the proper use of vision related assistive technology and other educational related assistive technology. Demonstrates the ability to anticipate student assistive technology needs. Expertly models the appropriate use of technology in a wide range of settings. Demonstrates the ability to find a wide range of support and resources for vision related assistive technology. |

| **6. Design or modification of the curriculum and instructional materials for the visually impaired student utilizing evidenced based practices such as Response to Intervention models, shared responsibility and decision making, and progress monitoring to differentiate instruction** | | | |
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| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely demonstrates curricular modifications and design that utilize evidence-based inclusive practices Is rarely or unable to provide supports to teachers to make appropriate modifications to curriculum and instructional practices. Demonstrates limited or no knowledge of supports for the generalization of skills in required areas. | Demonstrates basic curricular modifications and design that utilize evidence-based inclusive practices that sometimes make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. Provides general supports to teachers to make appropriate modifications to curriculum and instructional practices. Demonstrates general knowledge of and uses a range of resource guides and supports and shares resources with team members. Demonstrates supports for the generalization of skills in specific areas. | Frequently demonstrates curricular modifications and design that utilize evidence-based inclusive practices that make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. Provides supports to teachers to make appropriate modifications to curriculum and instructional practices. Demonstrates knowledge of and uses a wide range of resource guides and supports and shares resources with team members. Demonstrates supports for the generalization of skills in all areas. | Consistently demonstrates impactful curricular modifications and design that utilize evidence-based inclusive practices that make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. Consistently provides supports to all teachers to make appropriate modifications to curriculum and instructional practices. Expertly models how to make and use modifications to curricular and instructional practices. Effectively uses and develops a wide range of resource guides and supports and shares resources with all team members. Expertly supports generalization of skills in all areas. |

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| **7. Familiarity with the full continuum of educational options for students who are visually impaired ranging from general education classrooms to schools for the visually impaired; and ways to prepare students to access supports and supplemental services in the least restrictive environment** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Is unable to demonstrate knowledge of a range of options or access supports for students who are blind or visually impaired. Cannot articulate to others how student can access supports in the least restrictive environment. Is unable or rarely able to provide options for students outside of school, address transition services or articulate available options while anticipating future needs. | Demonstrates general knowledge of options and can access supports for students who are blind or visually impaired across the full continuum of educational settings. Can articulate to others how student can access supports in the least restrictive environment. Demonstrates general knowledge of expanded core curriculum for the blind and visually impaired. Is able to research or provide options for students outside of school, addresses both current and future transition services and can articulate a range of available options while anticipating future needs. | Demonstrates knowledge of a range options and can access supports for students who are blind or visually impaired across the full continuum of educational settings. Can consistently articulate to others how student can access supports in the least restrictive environment. Demonstrates general knowledge of expanded core curriculum for the blind and visually impaired. Is able to provide options for students outside of school, addresses both current and future transition services and can articulate a wide range of available options while anticipating future needs. | Demonstrates expert knowledge of wide range of options and can access supports for students who are blind or visually impaired across the full continuum of educational settings. Can expertly articulate to others how student can access supports in the least restrictive environment. Demonstrates expert knowledge of expanded core curriculum for the blind and visually impaired. Is consistently able to provide options for students outside of school, addresses both current and future transition services and can articulate a wide range of available options while anticipating future needs. |

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| **8. How to develop appropriate IEP and 504 plans including the ability to report assessment results, develop and implement IEP and 504 plan goals & objectives and specify appropriate modifications & transition plans within the IEP and 504 plans using a working knowledge of federal and state laws pertaining to special education** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not accurately develop IEPs and 504 plans that reflect student learning needs and services; does not document and evaluate IEP and 504 plan services. Is unable to demonstrate the ability to write, present and implement appropriate, high goals and objectives in a timely manner. Rarely or never demonstrates the ability to provide expertise to the team and recommend appropriate services in the appropriate setting. Does not demonstrate knowledge of federal and state laws pertaining to special education. | Develops accurate IEPs and 504 plans that reflect student learning needs and services through some data analysis and collaboration with stakeholders; partially documents and evaluates IEP and 504 plan services. Demonstrates general ability to write, present and implement appropriate goals and objectives in a timely manner. Demonstrates ability to provide knowledge to the team and recommend appropriate services in the appropriate setting in a manner that demonstrates knowledge of federal and state laws pertaining to special education. | Develops internally consistent IEPs and 504 plans that reflect student learning needs and services through data analysis and collaboration with stakeholders; documents and evaluates IEP and 504 plan services. Consistently demonstrates the ability to write, present and implement appropriate, impactful goals and objectives in a timely manner. Demonstrates the ability to provide support to the team and recommend appropriate services in the appropriate setting in a manner that demonstrates knowledge of federal and state laws pertaining to special education. | Develops clear, internally consistent IEPs and 504 plans that reflect student learning needs and services through data analysis and collaboration with stakeholders; leads, documents and evaluates IEP and 504 plan services. Consistently demonstrates the ability to write, present and implement appropriate, impactful goals and objectives in a timely manner. Demonstrates ability to provide expertise to team and recommend and clearly explain appropriate services in the appropriate setting while continuously demonstrating knowledge of federal and state special education laws. |

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| **9. Characteristics and instructional practices appropriate for students with a wide range of disabilities and basic theories of cognitive, social, emotional and physical development** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely applies instructional approaches that support individualized student learning needs. Rarely develops and implements instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Applies instructional approaches that support individualized student learning needs; differentiates supports based on a sound understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. Develops and implements basic instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Frequently applies instructional approaches that support individualized student learning needs; differentiates supports based on a thorough understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. Develops and implements instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Consistently applies instructional approaches that support individualized student learning needs; meaningfully differentiates supports based on a thorough understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. Develops and implements impactful instructional and behavioral strategies that significantly improve academic and social-emotional outcomes for students with disabilities. |

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| **10. Demonstrates the principles and practices of phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills strategies for the emergent reader with visual impairments.** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate an understanding or rarely demonstrates an understanding of the principles and practices of reading instruction, strategies and resources (including but not limited to: phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills) for supporting individual students with visual impairments | Has demonstrated a basic understanding of the principles and practices of reading instruction, knowledge of multiple approaches to reading instruction, and strategies and resources (including but not limited to: phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills) for supporting individual students with visual impairments. | Frequently demonstrates an understanding of the principles and practices of reading instruction, knowledge of multiple approaches to reading instruction, and strategies and resources (including but not limited to: phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills) for supporting individual students with visual impairments. | Consistently demonstrates a comprehensive understanding of the principles and practices of reading knowledge of multiple approaches to reading instruction, and strategies and resources (including but not limited to: phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills) for supporting individual students with visual Impairments. |

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| **11. Diagnosis and assessment of reading skills using a variety of standardized, criterion referenced, and informal instruments** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to conduct or rarely conducts reading assessment using a variety of instruments. Fails to provide or rarely provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. | Has conducted reading assessment using a variety of instruments with direction from supervisor. Has provided reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. | Frequently conducts reading assessment using a variety of instruments. Frequently provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. | Consistently conducts comprehensive reading assessment using a variety of instruments.  Consistently provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. |

**Teacher of the Visually Impaired: SG&S Form (Page 1 of 3)**

\*Please print where signature is not required

| General Information | | | | | | | | | |
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| Candidate Information (Please Print) | | | | | | | | | |
| First Name |  | | Last Name | | | |  | | |
| Street Address |  | | | | | | | | |
| City |  | | State | |  | | Zip | |  |
| Massachusetts Educator License Number or MEPID |  | | | | | | | | |
| SG&S Setting (150-hour minimum) | | | | | | | | | |
| School District |  | | School Name | | | |  | | |
| License Field |  | | License Grade Levels of Field-based Experience | | | |  | | |
| Select only one of the following. Was this experience a/an: | | | | | | | | | |
| * Internship to meet the requirements of adding an Initial or Professional license? | | | | * Field-based experience to meet the requirements of earning a Provisional license? | | | | | |
| Supervising educator  *(to be completed by the Supervising educator – see Guidelines for requirements for this role)* | | | | | | | | | |
| First Name |  | | Last Name | | | |  | | |
| School District |  | | School Name | | | |  | | |
| Position |  | | License Field(s) | | | |  | | |
| Massachusetts Educator License Number or MEPID |  | | | | | | | | |
| Number of years of experience under license | |  | | | | Type of license | | * Initial * Professional | |
| Was your most recent summative evaluation proficient or higher? | | | | | | * Yes * No | |  | |
| Supervising administrator  *(to be completed by the Supervising administrator – see Guidelines for requirements for this role)* | | | | | | | | | |
| First Name | |  | | | | Last Name | |  | |
| School District or Institution | |  | | | | Position | |  | |
| Superintendent’s Verification  I have reviewed the attached information and attest that the candidate listed above has completed the SG&S process. | | | | | | | | | |
| Print name of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |

**Teacher of the Visually Impaired: SG&S Form (Page 2 of 3)**

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| **Initial Meeting** | | |
| Supervising educator (Print Name) | |  |
| Supervising educator (Signature) | | Date: |
| Supervising administrator (Print Name) | |  |
| Supervising administrator (Signature) | | Date: |
| Candidate (Print Name) | |  |
| Candidate (Signature) | | Date: |
| **Formative Meeting** | | |
| Supervising educator (signature) | | Date: |
| Supervising administrator (signature) | | Date: |
| Candidate (Signature) | | Date: |
| **Summative Meeting**  By signing, I acknowledge that this experience has been completed factually as represented in this form and described in official Department Guidelines. I acknowledge that the Department may conduct an audit of the candidate’s portfolio for verification purposes. | | |
| **Supervising educator:** Document how candidate has demonstrated competency in each indicator. All indicators must be rated Proficient or higher. | | |
| **Indicator** | **Rating** | **Form of Evidence Documented**  **(*select all that apply*)** |
| 1. Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical and intellectual development | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. How abnormalities in anatomy and physiology of the eye impact learning and function | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. How to use state of the art assessment and screening, diagnostic and formative evaluation tools to identify students’ individual strengths and weaknesses as part of IEP development | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. The use of English Braille (UEB) for non-technical materials and UEB and Nemeth Code for Mathematics for technical materials. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. The use of Assistive Technology such as low vision devices and other vision related technology | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Design or modification of the curriculum and instructional materials for the visually impaired student utilizing evidenced based practices such as Response to Intervention models, shared responsibility and decision making, and progress monitoring to differentiate instruction | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Familiarity with the full continuum of educational options for students who are visually impaired ranging from general education classrooms to schools for the visually impaired; and ways to prepare students to access supports and supplemental services in the least restrictive environment | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |

**Teacher of the Visually Impaired: SG&S Form (Page 3 of 3)**

| 8. How to develop appropriate IEP and 504 plans including the ability to report assessment results, develop and implement IEP and 504 plan goals & objectives and specify appropriate modifications & transition plans within the IEP and 504 plans using a working knowledge of federal and state laws pertaining to special education | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| --- | --- | --- |
| 9. Characteristics and instructional practices appropriate for students with a wide range of disabilities and basic theories of cognitive, social, emotional and physical development | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 10.Demonstrates the principles and practices of phonological and phonemic awareness, concepts of print, the alphabetic principles and phonics skills strategies for the emergent reader with visual impairments. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 11. Diagnosis and assessment of reading skills using a variety of standardized, criterion referenced, and informal instruments | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| **Based on the candidate’s performance in the SG&S process, we have determined this candidate have:** | * **Met Requirements** | * **Not Met Requirements** |
| **Supervising educator (Print Name)** |  | |
| **Supervising educator (Signature)** | Date: | |
| **Supervising administrator (Print Name)** |  | |
| **Supervising administrator (Signature)** | Date: | |
| **Candidate (Print Name)** |  | |
| **Candidate (Signature)** | Date: | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/). | | |