

BOSTON COLLEGE'S "URBAN IMMERSION PROGRAM"

PLAN – CONNECT – ACT – REFLECT

PRE PRACTICUM 1 SYLLABUS BRIGHTON HIGH SCHOOL

**Pre Practicum 1 (ED 151) and Inquiry Seminar (ED 131)
Taken in conjunction with ED 211**



**During the Pre Practicum you will be making connections
between the Teacher Education Courses, your experiences at your
school, and the Teacher Education Themes:**

- ✓ Promoting Social Justice
- ✓ Constructing Knowledge
- ✓ Inquiring into Practice
- ✓ Meeting the Needs of Diverse Learners
- ✓ Collaborating With Others



**Lynch School of Education
Office of Practicum Experiences and Teacher Induction**

Campion 103 (617) 552-4206 prac@bc.edu



TABLE OF CONTENTS

↙ Introduction

- Page 2 – Welcome Letter
- Page 3-4 – Important Initial Information
- Page 5 – BC Approved Teaching Standards

↙ The Pre Practicum

- Page 6 – The Pre Practicum Experience
- Page 7 – Overview of Supervision

↙ Linking Theory and Practice

- Page 8 – Master Checklist
- Page 9 – Cooperating Teacher Welcome Letter
- Page 10-11 – Student Teacher Information
- Page 12 – Course ↔ Pre Practicum Connections Sheet

↙ Inquiry into Practice

- Page 13 – Journal Prompts
- Page 14-16 – Focused Observation #1
- Page 17-19 – Focused Observation #2
- Page 20-22 – Focused Observation #3
- Page 23 – Lesson Overview
- Page 24-27 – Lesson Template
- Page 28 – “Special Issues in Teaching” (S.I.T.) Series



WELCOME LETTER

Boston College
Lynch School of Education
Office of Practicum Experiences
and Teacher Induction

Connecting Theory and Practice



In a Community of Learners

WELCOME to your Pre Practicum Experience!

Dear Incoming Pre Practicum Student,

Congratulations! You are beginning an integrated theory/practice course that will immerse you into the world of urban teaching and learning. The following syllabus is a guide that you and your supervisor can modify to best serve your exploration of the teaching profession.

This packet contains materials you will need to complete the Pre Practicum program. Your supervisor will distribute the forms (State Forms) that track and document your Pre Practicum progress.

ED 131 and ED 151 (in conjunction with your ED 211 course) provide the opportunity for you to link the theory you are learning at Boston College to the practice you are seeing at Brighton High School.

Enjoy your semester!

Sincerely,

Francois A. Loftus

Fran Loftus
Director

Melita Malley

Melita Malley
Assistant Director



IMPORTANT INITIAL INFORMATION

➤ **Teacher Licensure Candidates Information Update**

➤ Reciprocity and MTEL:

1. State regulations for licensure and certification across the country vary widely and frequently change. Students who intend to teach in Massachusetts must take the MTEL in order to be licensed to teach in Massachusetts.
2. Students in teacher education complete an “Approved Program” that leads to reciprocity in most other states. However, any state may, and most do, require candidates to pass its own state “Teacher Test” in addition to acknowledging the BC “Approved Program”.
3. Students who intend to teach in other states are strongly advised, but are not required, to take the MTEL in the event that a state requires a candidate to be licensed, in addition to having completed an “Approved Program.”

➤ Students are urged to research the state licensure requirements for all states which they are considering for teaching positions, and to talk with the appropriate Dean of Students and/or the Directors of Practicum Experiences and Teacher Induction for clarification of those requirements

*****Watch for information regarding “Jump Start” meetings about licensure*****

➤ **Students are required to read and follow the policies and procedures as written in The Policy and Procedure Field Handbook**

➤ This course meets the requirements for the Initial Teaching License in Massachusetts (previously named advanced provisional certification). Successful completion of all requirements leads to Boston College Endorsement for Massachusetts Teacher License.

➤ **Information For Students with Disabilities in Postsecondary Education**

➤ If you have a disability, you are entitled by law to equal access to University programs and facilities. The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under these laws you cannot be discriminated against on the basis of your disability. In the University setting, this often means that reasonable program modifications or academic accommodations may be implemented. ***Advance notice and appropriate documentation are required for accommodations.***

➤ The Connors Family Learning Center provides academic support services and accommodations to undergraduate and graduate students with learning disabilities and attention deficit hyperactivity disorder. For more information, please visit the website at www.bc.edu/libraries/centers/connors If you have a learning disability and will be requesting accommodations please register with Kathy Duggan [kathleen.duggan@bc.edu], Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD).

(Next Page)

- To be considered eligible for services for all other disabilities through the Disability Services Office, students must make an appointment to meet with the Assistant Dean for Students with Disabilities in addition to providing documentation of a disability. The documentation serves as the foundation for legitimizing the request for a reasonable accommodation. For more information, please visit the website at <http://www.bc.edu/offices/odsd/services/disabilityservices/> or contact Suzy Conway, Assistant Dean for Students with Disabilities, at suzy.conway.1@bc.edu.

➤ **Academic Integrity**

- The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Plagiarism, the failure to properly acknowledge sources, written or electronic, that are used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged. See <http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity> for additional details about Academic Integrity.

***For further assistance, see the Policy Handbook available on line
www.bc.edu/lynch school***



"APPROVED PROGRAM" TEACHING STANDARDS

Standards for completing the Boston College Approved Program are guided by University, State, and National Standards.

Programs in Teacher Education at Boston College have five unifying themes. Although no single course in teacher education addresses all the themes in depth, each student teacher will have discussed all the themes prior to student teaching. The Department of Elementary and Secondary Education Performance Standards, as well as the Boston College themes, reflect all student teaching requirements and are included in this course.

Performance Assessment in the Practicum

Successful completion of the Boston College approved program is demonstrated by the documentation, throughout the practicum, of evidence of successful practices using the Pre-service Performance Assessment. This formal assessment incorporates the following Boston College and State Department areas of concentration:

Promoting Social Justice, Constructing Knowledge, Inquiring into Practice, Meeting the Needs of Diverse Learners and Collaborating with Others, in conjunction with Planning Curriculum and Instruction, Delivering Effective Instruction, Managing Classroom Climate, Promoting Equity and Social Justice, Meeting Professional Responsibilities, Assessing and Promoting Pupil Learning, and Demonstrating an Inquiry Stance in Daily Practice

Professionalism

- As you are one of the important professional role models in the lives of the students you serve, it is critical that you abide by the policies outlined in your respective school's Student and Teacher Handbooks. **As a result, cell phones must be OFF and may NOT be used at any time during your time at your placement.** Use school computers ONLY for school business (Do not use for checking/responding to your email.). Out of respect for your CT and students, **do not talk** with your partner or supervisor while your CT is teaching.
- **Dress Appropriately.** Again as professionals, **you must dress and act professionally.** You may NOT wear clothing with insignia referring to drugs, alcohol, tobacco, sex, racial/ ethnic/ gender/ sexual orientation slurs, or profanity; skirts that do not reach your fingertips when you are standing with your arms at your side; clothing that is sheer, low cut, or causes your undergarments to be displayed; flip-flops, UGS, etc. If you show up to the site dressed inappropriately, you will be asked to leave and make up the day on your own time and the Practicum Office will be notified. If you have questions about whether or not your clothing is appropriate, ask your Supervisor before you wear the outfit to your placement.
- Be professional in your actions and words; be someone the students and school faculty will respect. Do not gossip or participate in inappropriate conversations with students, teachers, staff or supervisors. Do not discuss the "adult content" of your personal life on-site. As ambassadors of Boston College, the Lynch School of Education, and the teaching profession, always represent yourself in a professional and positive manner.
- Your placement provides an opportunity for you to learn and develop as a pre-service teacher. It is expected that you will be respectful of those professionals with whom you will be working



THE PRE PRACTICUM EXPERIENCE

1. Placement

- The school site serves as the formal placement to complete the student teaching requirements outlined in this syllabus. Each site has its own social context and school culture. Students should learn as much as possible about the school and community prior to and during student teaching to gain a broader understanding of the students.
- The *Community of Learners* model allows student teachers to work collaboratively with Pre Practicum student teachers as well as other Full Practicum student teachers, cooperating teachers, administrators, and other teachers in the school. Student teachers are encouraged to visit the local community where they are completing their practicum.
- Pre Practicum student teachers may be placed with Full Practicum student teachers to promote collaboration, co-teaching, co-planning, and professional sharing. Full Practicum students are encouraged to mentor these beginning professionals.

2. Calendar

- The Pre Practicum students follow the Boston College school calendar. Full Practicum students follow their individual school calendars where they have been placed.

3. Attendance and Reporting Absences

- Attendance at the school is expected every day the school is in session. Record your attendance on your Attendance Record Form. This form will be copied and included with all final paperwork at the end of the field experience and placed in your Practicum file.
- This includes teacher professional days, workshops, and meetings. Student teachers are not excused from any activities at the school site when teachers at the school are required to be there. A student teacher's role is to shadow the cooperating teacher and participate as she/he does in all aspects of the school day. Absence as a result of illness, family emergency or other circumstances need to be reported. First, call your cooperating teacher; second, call your supervisor. Student teachers are responsible to make both phone calls *prior to the absence*.
- Acts of Nature – snowstorms, school closings, etc. also need to be noted on your attendance form. Only a call to your supervisor is required.



OVERVIEW OF SUPERVISION

- A supervisor will be at the school on the assigned days of the Pre Practicum. Each of the required meetings with cooperating teacher, your supervisor, and you, has a different purpose and serves to provide a collaborative opportunity to discuss teaching and learning. These meetings and discussions provide opportunities for the evaluation of theory learned in coursework, as well as the possible generation of new theory through teacher research (the development of an inquiry question).
- Supervisors will arrange small group meetings involving all Pre Practicum students on site. These mandatory meetings, using the *Community of Learners* model of Boston College, will be facilitated by the supervisor and organized to support the growth and development of student teachers.
- The supervisor serves as a *visiting coach* and the cooperating teacher serves as the *on-site coach*.
- Contact between visits by e-mail or phone is strongly encouraged.

Here is a sample schedule a supervisor might follow during the semester. If you become familiar with this schedule, you can learn to expect when meetings will be arranged with your supervisor.

Supervisor	Purpose	STATE Forms	Evaluation/Forms
✓ Meeting Supervisor at BC	To meet supervisor and review syllabus requirements	All certification forms will be reviewed as well as online handbook	Obtain from supervisor
✓ Initial Three-Way Conference at school	Meeting to design plan for practicum including responsibilities and expectations	Form #1 Initial Three-Way Conference (first section) signed and dated at this meeting	Informative/Pre Prac requirements– may be done in a group or individually
✓ Weekly school visits including mandatory weekly on-site group meetings	Informal/Formal Observation and Feedback	Observation and Feedback Form #2, 2a, ST copies for CT and supervisor.	Formative Assess. Student keeps copy
✓ Mid-Point conference may follow lesson observation	CT, Supervisor, and Student discuss progress, set goals. Portfolio Review	Form #1 Mid-semester Conference completed and dated at this meeting	Summative Progress Report and update for all requirements
✓ Final Three Way Conference	Final Three-Way Conference and Portfolio Review	Form #1 Final Conference section completed, signed and dated at this meeting	Final Summative Input for grade for course completion.
✓ Close-Out Meeting at BC with supervisor Review supervisor’s written evaluation	Organize all paperwork for submitting to Practicum Office through Supervisor	Forms provided by the practicum office and written evaluation by supervisor	Grade for course completion. Recommendation for next practicum



MASTER CHECKLIST

Use this checklist to keep track of all the assignments you have due throughout the semester. Check off and date when you've completed each assignment

All items with a "P" after the "Completed" column are to be included in your portfolio. This sheet will be the first one in your portfolio.

	<u>Completed</u>	<u>Date</u>
1. I have read and understand the professional expectations noted on page 5 of this Syllabus.		_____
		(Initial and date)
2. Give your Cooperating Teacher the <u>Welcome Letter</u>	<i>Welcome Letter</i> <input type="checkbox"/>	_____
3. Fill out and give CT <u>Student Teacher Information</u> sheet	<i>Student Teacher Info</i> <input type="checkbox"/> P	_____
4. Fill out <u>Course ↔ Pre Practicum Connections</u> sheet	<i>Connections Form</i> <input type="checkbox"/> P	_____
5. Write 10 <u>Journal Prompts</u> for your supervisor (See journal checklist in your syllabus for individual journal prompts and topics.)		
<i>Journal #1</i>	<input type="checkbox"/> P	_____
<i>Journal #2</i>	<input type="checkbox"/> P	_____
<i>Journal #3</i>	<input type="checkbox"/> P	_____
<i>Journal #4</i>	<input type="checkbox"/> P	_____
<i>Journal #5</i>	<input type="checkbox"/> P	_____
<i>Journal #6</i>	<input type="checkbox"/> P	_____
<i>Journal #7</i>	<input type="checkbox"/> P	_____
<i>Journal #8</i>	<input type="checkbox"/> P	_____
<i>Journal #9</i>	<input type="checkbox"/> P	_____
<i>Journal #10</i>	<input type="checkbox"/> P	_____
6. Fill out 3 <u>Focused Observations and related Journal Activity</u>		
<i>Observation #1</i> <input type="checkbox"/> P _____	<i>Observation #2</i> <input type="checkbox"/> P _____	<i>Observation #3</i> <input type="checkbox"/> P _____
(Be sure to indicate the journal number for which the observation will be submitted on the check off lines.)		
7. Attend at least 1 "<u>Special Issues in Teaching</u>" Meeting, write 1-2 pg summary	<i>S.I.T. Meeting</i> <input type="checkbox"/> P	_____
8. Complete <u>Read Aloud/Academic Language Project</u> activity (See Supervisor)	<i>Student Project</i> <input type="checkbox"/> P	_____
9. Teach two <u>Lessons</u>, fill out two <u>Lesson Reflection Sheets</u>		
<i>Lesson Plan & Reflection 1 - Used for journal # _____</i>	<input type="checkbox"/> P	_____
<i>Lesson Plan & Reflection 2 - Used for journal # _____</i>	<input type="checkbox"/> P	_____
10. Fill out <u>Attendance Sheet</u>	<i>Attendance Sheet</i> <input type="checkbox"/> P	_____
11. Complete 3PA+ with level of performance noted - Summary to be signed by Supervisor and Student at Close out meeting and submitted with end of semester forms.	<input type="checkbox"/> P	_____

Evaluations for your supervisor and the Practicum Office will be sent electronically

Student Teacher Signature

Supervisor Signature

Date



COOPERATING TEACHER WELCOME LETTER

(Turn in to your Cooperating Teacher on the first day)

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION
Office of Practicum Experience and Teacher Induction
617-552-4206

Dear Brighton High School Cooperating Teacher,

Thank you for hosting undergraduate student teachers participating in their Pre Practicum 1 from Boston College. This is the students' first of three Pre Practicum experiences. Your student teachers will be with you every Thursday this semester.

You will receive a *Certificate of Participation* for your Professional Development Portfolio. Each semester, Brighton High School will be awarded one voucher for a three-credit graduate course at Boston College for every 5 Pre Practicum students who are placed there. Contact Melita Malley at malleym@bc.edu for more information.

Your Pre Prac students are required to complete the following school-based assignments:

- **Learn about Brighton High School's school culture through research and interviews**
- **Complete an Academic Language Project which may require tutoring a small group**
- **Observe and respond to a weekly journal prompt**
- **Complete 3 observation requirements in the assigned classrooms**
- **Plan and teach at least 2 formal lessons, with lesson plans, and assess students learning after teaching each lesson (at least 1 must be observed by the supervisor)**
- **Complete a Pre Practicum Pre- service Assessment Plus (3PA+) Form**
- **Complete appropriate state forms**

We encourage you to get your student teacher involved in helping you deliver your lesson along with working in small groups that need additional help during classroom instruction. The students appreciate it when you observe and provide your professional feedback. We encourage team teaching.

Please contact us if you have any questions. Ask the student to share the Pre Practicum syllabus with you. Please note you must sign the attendance sheet to confirm attendance at the school.

Thank you for being generous with your time and expertise!

Sincerely,

Fran Loftus

Fran Loftus
Director



Melita Malley

Melita Malley
Assistant Director



STUDENT TEACHER INFORMATION

◆ *Complete the following questions, give one copy to your supervisor and one copy to your cooperating teacher at your first introduction or meeting.*

Name: _____ Fall: ____ Spring: ____ Yr: 200 ____
(last) (first)

School address: _____

Telephone: _____ Soph: ____ Junior: ____ Grad: ____

P1 P2 P3 Full Prac Program Major: _____

1. I have completed the following Education courses and Liberal Arts courses that relate to my certification program: (secondary ed. majors include your content area courses)

2. This semester I am taking the following courses:

◆ *To assist your cooperating teacher and supervisor in getting to know you, please respond to the following:*

3. List any hobbies, interests, skills, sports, or areas of expertise (i.e. foreign language, computer skills, musical instruments, drama, etc):

(Next Page)

4. List places you have lived or traveled:

5. List any other work or family experiences you bring to your practicum/pre-practicum:

Writing Sample

- ➔ Why have you chosen to explore teaching as a career? If you have taught before, share your teaching experiences. What do you hope to learn from your pre-practicum? How can your Supervisor best support you? What do you think about yourself being a teacher in an urban environment?

CT's name: _____

CT's name: _____

Email/Phone: _____

Email/Phone: _____

Supervisor's name: _____

Partner's name: _____

Email/Phone: _____

Email/Phone: _____

******Make a copy of this sheet for each one of your CTs and give it to them on your first day***



COURSE ↔ PRE PRACTICUM CONNECTIONS SHEET

To use at the beginning of the semester.

Using both your classroom syllabi (i.e. Syllabus from your methods course) and your pre practicum syllabus, log your assignments required for both. In the middle of the box, record the assignments that over-lap and can be used for both. For example, if you have to create a lesson plan for your methods course in your subject area, that lesson can also be used for your student teaching..

Boston College Course Assignments
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Common Assignments
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Pre Practicum Assignments
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



JOURNAL PROMPTS

As a Pre Practicum student, you will be asked to submit a journal entry each week after your student teaching. Listed below are prompts to guide your experience. Please note that **3 of your journal submissions will be from the Focused Observation follow up activity.** These are to be completed for the weeks in which you complete the Focused Observation. **2 of your journals will be your lesson reflections and 1 journal will be the final summary of your experience.** The remaining 4 journals will be integrated with ED 211. *The order of the journals should be discussed with your supervisor and the professor of ED 211 in order to maximize your experiences.*

As part of your Academic Language Project, you are expected to include a paragraph at the end of each journal that relates to this. Questions regarding this requirement should be directed to your supervisor.

This journal checklist is for your use only – it does not need to be submitted in your final portfolio.

	Check when done	Journal Assignments/Prompts
One Journal	<input type="checkbox"/>	<p><u>Focused Observation #1</u> Comparison of 2 classrooms on the same day. Observation of classroom organization, student interactions. Review the observations forms PRIOR to completing the observation.</p>
One Journal	<input type="checkbox"/>	<p><u>Focused Observation #2</u> Student/ Teacher Interactions Focuses on the classroom composition and student/teacher interactions during a lesson. Review the observation form PRIOR to completing the observation.</p>
One Journal	<input type="checkbox"/>	<p><u>Focused Observation #3</u> Diverse Learners in a Classroom Focuses on a teacher’s and a student’s perception of the individual progress, capabilities, challenges, etc of an ELL student in the classroom. Review the observation form PRIOR to completing the observation.</p>
Two Journals	<input type="checkbox"/> <input type="checkbox"/>	<p><u>Lesson Reflection 1:</u> write a reflection from the first or second lesson you taught at the school. The prompts are at the end of the lesson template. <u>Lesson Reflection 2:</u> write a reflection from the second lesson you taught at the school. In the reflection, compare this lesson to the first one you taught, noting similarities and differences.</p>
Two Journals	<input type="checkbox"/> <input type="checkbox"/>	<p>Journal topics will be coordinated with the assignments for ED 211. Questions regarding topics should be directed to your supervisor and/ or your professor for ED 211.</p>
Two Journals	<input type="checkbox"/> <input type="checkbox"/>	<p>Journal topics will be coordinated with the assignments for ED 211. Questions regarding topics should be directed to your supervisor and/ or your professor for ED 211.</p>
Final Journal	<input type="checkbox"/>	<p><u>Pre Practicum Experience:</u> discuss your experiences during your 10-week pre practicum and state the goals you might have for your full practicum.</p>



FOCUSED OBSERVATION #1

The purpose of the Focused Observations you are asked to complete, is to provide you with an opportunity to focus on particular aspects of schools, classroom organization, and student interactions that directly and indirectly impact student learning. This form can be used to record your responses and should then be submitted, along with the relevant journal entry, to your supervisor.

***Complete this form and submit to your supervisor during first few weeks of the experience.

BC Student Name: _____ Date _____

Major: _____ Circle: Grad P1 Undergrad P1 P2

School: _____

Observation Classroom #1- Grade/Subject: _____ Total Time Observing: _____

Observation Classroom #2*- Grade/Subject _____ Total Time Observing: _____

(If necessary, your supervisor can assist with arranging for the observation in the second classroom.)

1. Draw the first classroom here, illustrating and labeling key organizational elements of the physical environment. Include tables, lab tables, desks, content-based centers computers, bookcases, bulletin boards, blackboards, whiteboards etc

Notes:

(Continued on next page)

2. In the space provided, answer the following questions. Be as specific as possible and elaborate to provide clarity.

a. What types of materials and supplies are readily available to all students? To only some students?

b. How does the classroom arrangement influence student interactions with the teacher? With one another?

c. Describe the instructional methods used by the teacher. How do the methods observed relate to the particular content area?

d. Describe the student involvement in the lesson. How do students interact with the teacher during the lesson? After?

e. Who has primary responsibility for student learning? Describe why you think so.

3. Draw the second classroom here, illustrating and labeling key organizational elements of the physical environment. Include tables, lab tables, desks, content-based centers computers, bookcases, bulletin boards, blackboards, whiteboards etc



Notes:

(Continued on next page)

4. In the space provided, answer the following questions. Be as specific as possible and elaborate to provide clarity.

- a. What types of materials are readily available to all students? To only some students?**

- b. How does the classroom arrangement influence student interactions with the teacher? With one another?**

- c. Describe the instructional methods used by the teacher. How do the methods observed relate to the particular content area?**

- d. Describe the student involvement in the lesson. How do students interact with the teacher during the lesson? After?**

- e. Who has primary responsibility for student learning? Describe why you think so.**

For your journal the week you have completed the above observations, you are expected to complete the following.

Journal Activity and Prompt:

On another piece of paper, draw YOUR ideal classroom, illustrating and labeling key organizational elements of the physical environment. Include tables, lab tables, desks, content-based centers computers, bookcases, bulletin boards, blackboards, whiteboards etc

Describe in detail how this classroom is the same, or different, from those you observed.

Explain why you have chosen this as an ideal.

How will this arrangement assist you with your teaching?

What are the specific modifications you have made that will support student learning?

How does this reflect your view of teaching to meet the needs of all students?

This journal entry should be submitted to you supervisor with your classroom drawings and the specific responses relating to each drawing.



FOCUSED OBSERVATION #2

Student/teacher Interaction

***Complete this form and submit to your supervisor during first few weeks of the experience.

BC Student Name: _____ Date _____

Major: _____ Circle: Grad P1 Undergrad P1 P2

School: _____ Grade/Subject _____

Total Time Observing: _____ Total number of students: _____

- A. Draw a diagram of the seating arrangement of the class. For each student, note the following:**
1. Gender (M/F),
 2. Race (Caucasian, African American, Hispanic, Latino, Asian, Other)
 3. Bilingual student (Y/N) If Yes, note first language _____

During the lesson, mark the appropriate square on the chart to indicate each time each student is called on by the teacher.

Note any pattern observed. (Adjust the diagram of the seating arrangement in order to have an accurate representation of the classroom. This may be drawn on another piece of paper and submitted together with this one.)

Be sure that you have made note of the students' characteristics and of the number of times they are called on by the teacher.

(Continued on next page)

B. Complete the following questions. The responses will be used by you to write a summary for your weekly journal.

1. Generally describe the classroom.

2. How do the students enter the classroom at the beginning of the class or how are the students gathered for instruction to begin?

3. What does the teacher do to gain the students' attention in order to begin the lesson?

4. Describe the lesson, including the opportunities for student interaction/participation.

5. Describe any disruptions and how they were addressed by either the teacher or the students. What are your thoughts regarding the technique or strategy used?

6. How were the needs of any ELLs addressed?

(Continued on next page)

For your journal the week you have completed the above observation, you are expected to complete the following.

Journal Activity and Prompt:

Using the notes above, write a brief summary of your impressions of what you have observed. In addition, answer the following questions:

How does what you have observed compare to your memories of when you were in the same grade?

Did you notice any pattern in the way in which the teacher called on students?

What have you observed that you would use in your own classroom? Why?

What are some additional techniques or strategies you might consider?

If you were teaching this same lesson, what might you change? Why?

What would you leave the same? Why?

This journal entry should be submitted to you supervisor with your observation notes.



FOCUSED OBSERVATION #3

Diverse Learners in Regular Education Classrooms (With a focus on Bilingual Students and English Language Learners)

***Complete this form and submit to your supervisor during first few weeks of the experience.

BC Student Name: _____ Date _____

Major: _____ Circle: Grad P1 Undergrad P1 P2

School: _____ Grade/Subject _____

Total Time Observing: _____ Total number of students: _____

Date: _____ Total Time: _____ Student Interaction Time: _____

Teachers must know of and plan for the wide range of individual differences within each regular classroom group of students. For this experience, focus on the English Language Learner you will be working with this semester. Even if your project does not involve weekly interactions with the student, you will need to spend some time with him/her to answer these prompts.

1. Speak with your cooperating teacher to select a student and ask the teacher the following questions about the student chosen:

Student's first name: _____ Age: _____ Grade: _____

- a. Level of success? On or below grade level? –
- b. Social development/social interactions/self concept –
- c. Intellectual strengths/weaknesses (multiple intelligences) –
- d. Learning style and preferences –
- e. Individual interests/attitude toward school –

(Continued on next page)

f. Differences related to diversity: socio-economic, cultural, ethnic, racial, gender, language, or family differences –

g. Preferred language(s) and communication skills –

h. Physical appearances –

i. Motivation –

2. Now, interview the student and ask the student the following questions. Some of these are the same as those that were asked of the Cooperating Teacher:

a. How does the student discuss their success in school?

b. What are some of their daily social interactions at school, in and out of the classroom?

c. What do they believe to be their Intellectual strengths/weaknesses (multiple intelligences)?

d. What do they see as their preferred learning style? How do they think learn best?

e. What are some of their individual interests/attitude toward school? What are their favorite subjects? In what class do they feel most successful and why? What class do they find the most difficult and why?

f. What do they perceive to be some differences between them and their fellow students? What are some similarities?

g. What are their preferred language(s) and what do the teachers do to make the material presented in classes easier for them to learn and understand?

h. What strategies do they use when they need clarification or when they do not understand the material presented or questions asked or answered?

i. What do they find most challenging in school? Most satisfying?

(Continued on next page)

For your journal the week you have completed this observation, you are expected to complete the following.

Journal Activity and Prompt:

Using the notes above, write a brief summary of your impressions of the ELL student. In addition, answer the following:

In interviewing both the teacher and student, describe, in detail, the challenges that you think the teacher faces in trying to provide for this student.

What challenges does the student face and what do you think the teacher could do to provide more support for the student?

How will you use the information you have gathered to assist with the planning and implementation of your lessons? What are some specific strategies/techniques you will use to insure that this student understands your lesson?

This journal entry should be submitted to your supervisor with your observation notes.



LESSON OVERVIEW

Use the information below and the template on the following page to help construct your lesson plans for teaching during your Pre Practicum experience.

- i. The template offered on the next page is to help you in building and organizing your lesson. With the use of other resources – your CT, supervisor, peers – use this template to assemble your lesson plan (unless there is a required format for one of your classes).
- ii. Your methods courses at Boston College should also help you in the lesson-creating field. Please use these resources to your benefit.
- iii. Your supervisor is an experienced educator. He or she is a resource available specifically for you. Please take advantage of this when creating your lessons.
- iv. If you don't feel comfortable creating a lesson on your own – or would like to see how an experienced teacher would go about forming one – please **don't hesitate** to ask for help from your CT, supervisor, or peers. *They are all there to help!*



Pre Practicum 1 – Lesson Template

Name: _____ Date: _____

School: _____ Grade: _____

Starting and Ending Time: ____ to ____

OVERVIEW OF THE LESSON

Overarching Goal: How do you see this lesson fitting into the “big picture” of the students’ long-term learning?

Instructional Objective: By the end of the lesson, (1) *what* concept, information, skill, or strategy will the student(s) learn and (2) *how* will they demonstrate that knowledge?

Language Objective¹: By the end of the lesson, (1) *what* language, relating to the lesson and lesson content, will the student(s) know or learn, and (2) *how* will they demonstrate that knowledge?

Assessment: What specific, tangible evidence will show that each student has met the two types of objectives?

- *Assessment of the instructional objective:*

- *Assessment of the language objective:*

¹ Please refer to any read aloud training materials (elementary), academic language training materials (secondary), or any other course materials for decisions regarding which **tiers of vocabulary** to teach your student(s). Please note that these materials can help you to develop well-informed planning habits *that support the effective teaching of language and language concepts to all students.*

Content: What are the specific details of the lesson’s content knowledge?

PROCEDURES FOR THE LESSON

In this section, provide specific directions, explanations, rationales, questions, potential vignettes/scenarios, strategies/methods, as well as step-by-step details that could allow someone else to effectively teach the lesson and meet the lesson objectives.

Opening (__ minutes²): How will you introduce the instructional objective to the student(s), pre-teach/ preview vocabulary, and prepare them to engage with the lesson content?

During Lesson (__ minutes): How will you direct, guide, and/or facilitate the learning process to support the student(s) in working toward meeting the instructional objectives?

² **Planning Tip:** To facilitate the pacing of your lesson, try to estimate (and then write down) the number of minutes for each section.

Closing (__ minutes): How will you bring closure to the lesson and, by doing so, review and determine what students have learned?

FINAL DETAILS OF THE LESSON

Classroom Management: If teaching a small group, how will you use classroom routines, support appropriate behavior, and/or handle behavioral issues? Give one example.

Materials: What are the materials that you will need to organize, prepare, and/or try-out before teaching the lesson?

Follow-up: How will you and/or your CT reinforce the learning at a later time so that the student(s) continue to work toward the lesson's overarching goal?

REFLECTING ON THE LESSON

➤ *These questions and prompts are to be used to guide the post-lesson evaluation and critique of yourself. Remember to look at the syllabus prompt, as well (i.e., regarding the 3PA+).*

- 1. What did the students learn? What evidence do I have to support this claim? Did the students' learning differ somehow from what I was expecting? Explain.**
- 2. How do I know that all of the students were actively engaged in the lesson? What might I do to improve levels of engagement in the future?**
- 3. What were some of the ways I modified the lesson to address the needs of various students in the class? Provide specific examples.**
- 4. Did I have to modify my original lesson plan by making adaptations while teaching? If so, explain.**
- 5. What do I think were the most and least effective parts of the lesson? For example, how did the lesson materials and/or instructional aids support the lesson?**
- 6. What do I see as my teaching strengths in the lesson? What areas of my teaching need improvement or modification?**
- 7. Which parts of the classroom management were the most and/or least effective? Why? How might this lesson inform further explorations of classroom management?**
- 8. What is my goal for the next lesson? What is one way that my CT or supervisor can support me in attaining the goal?**



“SPECIAL ISSUES IN TEACHING” (S.I.T.) SERIES

- **As a Pre Practicum student teacher, you are required to attend one session of the S.I.T. series provided on campus and write a 1 – 2 page summary.**
 - Attend all three sessions and receive a Certificate of Participation
 - Full Practicum students are invited as a refresher – attendance is optional if the requirement has been met during the Pre Practicum

- **This series of three sessions per semester are designed to present important topics that relate to the Boston College themes. You will be notified with S.I.T. locations and times.**
 - Previous topics have included:
 - *Mandatory Reporting of Child Abuse & Neglect*
 - *Making Schools Safe for Gay and Lesbian Children and Families*
 - *Reflections about Teaching for Social Justice in the USA and in Africa.*

