

BOSTON COLLEGE'S

“PLAN – CONNECT – ACT – REFLECT”

GRADUATE PRE PRACTICUM SYLLABUS

ED 429 (Pre-practicum) and ED 431 (Inquiry)



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



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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

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

◆ This program 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).

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◆ 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.

◆ Eligibility for Full Practicum

Eligibility for placement in a full practicum requires:

- Successful completion of all pre-practicum requirements
- The recommendation of the pre-practicum supervisor and cooperating teacher for a full practicum (see Pre-practicum Form #1)
- *If there are questions or concerns relating to the successful completion of the pre-practicum and the demonstration of readiness for the rigors of the full practicum, the Director of the Office for Practicum Experiences and Teacher Induction may require a written recommendation for continuation as a full practicum student.)*
- A minimum grade point average of 3.0
- The completion of all course work from previous semesters – no Full practicum may begin if students have any Incompletes

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



REQUIREMENTS TO OBTAIN A TEACHER'S LICENSE

➤ **Completing a Master's Degree at BC**

1. Complete all academic course work with a 'B' or better.
2. Complete a Pre Practicum experience, including the Inquiry Seminar Part 1 (ED 431).
3. Complete a Full Practicum experience, including the Inquiry Seminar Part 2 (ED 432).
4. Register for the *Comprehensive Examinations* online and complete the Inquiry Project for ED 432. This Inquiry Project satisfies BC's requirements for your comprehensive examinations, but you still must be registered for the exams.

➤ **Obtaining a Massachusetts Teacher License ****

1. Successful complete the Master's Degree as listed above.
2. Pass the required Massachusetts Educator Tests of Licensure (MTEL). Test registration packets are available in the Practicum Office and online.
 - Take Part 1, Communication and Literacy, as soon as possible or during your practicum.
 - Take the other required tests towards the end of your practicum or after your practicum.
3. Attend an Endorsement Meeting Exit Interview to receive an endorsement for Massachusetts and learn how to apply for out of state licenses via the "Reciprocity Path"
4. For your Massachusetts license, apply directly to the Massachusetts Department of Elementary and Secondary Education using the online website: www.doe.mass.edu/educators

**** Watch for information regarding "Jump Start" meetings about licensure****

***** Any questions about completing the program can be directed to the Office of Graduate Student Services, Champion Hall #135, or the Office of Practicum Experiences and Teacher Induction, Champion Hall #103.**



“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 Full and Pre Practicum

Successful completion of the Boston College approved program is demonstrated by the documentation, throughout the full practicum, of evidence of successful practices using the Pre-service Performance Assessment Plus (PPA+) and during the Pre Practicum using the Pre Practicum Pre-service Performance Assessment Plus (3PA+). These formal assessments incorporate 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

- Read and abide by the policies outlined in your respective school’s Student and Teacher Handbooks. **Turn your cell phones off and DO NOT use them during your time at your placement.** Use of school computers is for professional work only, not personal use (is checking/responding to your email). Conversations with another student teacher or a supervisor, while the CT is teaching, is inappropriate. Professional courtesy is appreciated.
- Dress Appropriately. Inappropriate dress include: jeans, 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. Gossiping or participating in inappropriate conversations with students, teachers, staff, or supervisors is unacceptable in and out of the school placement, as is discussing the “adult content” of your personal life on-site. Represent Boston College, the Lynch School of Education, and 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; secondly, 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.

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4. Pre Practicum vs. Full Practicum

- ✦ The Pre Practicum requires a minimum of 1 day per week. Attendance two days per week is **strongly encouraged** for all graduate students and is **required** for Donovan Scholars. The Full Practicum is 5 days a week.
- ✦ Pre Practicum placements are made by the Practicum Office. Full Practicum placements are established during a **Placement Week** where student teachers have a choice of school settings. In many situations, students stay in the same school for both their Pre and Full Practicum.
- ✦ Whenever possible, Pre Practicum students will be placed in the same classrooms with a Full Practicum student teacher, thus emphasizing the **Community of Learners** model.
- ✦ Pre Practicum student teachers will be supervised by graduate students enrolled in a Lynch School Program and hand selected by the Practicum Office. Full Practicum students are supervised by a member of the Teacher Education Clinical Faculty.
- ✦ The main focus of the Pre Practicum, other than classroom experience, is the 3PA+ (Pre Practicum Pre-service Performance Assessment- plus) and the compilation of a Teaching Portfolio that documents the experience. The main focus of the Full Practicum, other than a full semester of teaching, is the documentation, in an evidence binder, of demonstrating competency in meeting the standards of the DESE (Department of Elementary and Secondary Education) and Boston College, as indicated on the PPA+ (Pre-service Performance Assessment Plus).
- ✦ Pre Practicum students must be enrolled in the Inquiry Seminar Part I (ED 431) that connects with your Pre Practicum experience. Full Practicum students must be enrolled in the Inquiry Seminar Part 2 (ED 432), connecting with your full practicum experience.



OVERVIEW OF SUPERVISION

- A supervisor will be at the school one of 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 weekly 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 professional 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 Observations 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 section completed and dated at this meeting	Summative Progress Report and update for all requirements
✓ Final Three Way Conference	CT, Supervisor, and Student discuss Summations of pre-prac. Set goals for full practicum	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. All items with a "P" after the check-box 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 understand the professional expectations noted on Page 5 of the syllabus. | <input type="checkbox"/> | _____ |
| | (Initial and date) | |
| 2. Give your Cooperating Teacher the <u>Welcome Letter</u> | <input type="checkbox"/> | _____ |
| | <i>Welcome Letter</i> | |
| 3. Fill out and give CT <u>Student Teacher Information</u> sheet | <input type="checkbox"/> | _____ |
| | <i>Student Teacher Info</i> | P |
| 4. Fill out <u>Course ↔ Pre Practicum Connections</u> sheet
(To assist with coordination of assignments) | <input type="checkbox"/> | _____ |
| | <i>Connections Form</i> | |
| 5. Write 10 <u>Journal Prompts</u> for your supervisor (See journal checklist in your syllabus for individual journal prompts and topics. Lesson Reflections can also count as two journals.) | | |
| <i>Journal #1</i> | <input type="checkbox"/> | _____ |
| <i>Journal #2</i> | <input type="checkbox"/> | _____ |
| <i>Journal #3</i> | <input type="checkbox"/> | _____ |
| <i>Journal #4</i> | <input type="checkbox"/> | _____ |
| <i>Journal #5</i> | <input type="checkbox"/> | _____ |
| <i>Journal #6</i> | <input type="checkbox"/> | _____ |
| <i>Journal #7</i> | <input type="checkbox"/> | _____ |
| <i>Journal #8</i> | <input type="checkbox"/> | _____ |
| <i>Journal #9</i> | <input type="checkbox"/> | _____ |
| <i>Journal #10</i> | <input type="checkbox"/> | _____ |
| 6. Fill out 3 <u>Focused Observations and related Journal Activity</u> (Complete early in your placement) | | |
| <i>Observation #1</i> | <input type="checkbox"/> | _____ |
| <i>Observation #2</i> | <input type="checkbox"/> | _____ |
| <i>Observation #3</i> | <input type="checkbox"/> | _____ |
| | (Indicate the journal number for which the observation will be submitted on the check off lines.) | |
| 7. Attend at least 1 <u>S.I.T. Meeting</u> (Times will be announced) <i>S.I.T. Meeting</i> | <input type="checkbox"/> | _____ |
| Write and submit a 1 – 2 page summary | | |
| 8. Complete weekly <u>Read Aloud/Academic Language</u> Project (<i>See Supervisor</i>) | <input type="checkbox"/> | _____ |
| <i>Student Project</i> | | |
| 9. Teach 4 <u>Lessons</u> , complete detailed <u>Lesson Reflections</u> (2 Reflections can count as Journals) | | |
| Indicate the numbers of the two journals for which you are submitting two reflections on the check-off lines. | | |
| <i>Lesson Plan & Reflection #1</i> | <input type="checkbox"/> | _____ |
| <i>Lesson Plan & Reflection #2</i> | <input type="checkbox"/> | _____ |
| <i>Lesson Plan & Reflection #3</i> | <input type="checkbox"/> | _____ |
| <i>Lesson Plan & Reflection #4</i> | <input type="checkbox"/> | _____ |
| 10. Fill out <u>Attendance Sheet</u> | <input type="checkbox"/> | _____ |
| | <i>Attendance Sheet</i> | |
| 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"/> | _____ |

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 the Practicum Experiences and Teacher Induction
617-552-4206

Dear Cooperating Teacher,

Thank you for hosting a Graduate Pre Practicum student teacher from Boston College! This is the student's only Pre Practicum experience. Your student will be with you one day or more per week during this semester.

You will receive a Certificate of Participation for your Professional Development Portfolio. Cooperating teachers in our Partnership Schools who accept 5 Pre Practicum students over several semesters are eligible to receive a voucher for a three-credit graduate course at Boston College. Contact Melita Malley at melita.malley.1@bc.edu for more information.

Your Graduate Pre Practicum student is required to complete the following school-based assignments:

- **Learn about the school culture through research and interviews**
- **Complete 3 observations requirements in the assigned classroom(s)**
- **Complete Read Aloud Project (Elementary) which may involve tutoring an individual student or small group or an Academic Language Project (Secondary)**
- **Plan and teach at least 4 lessons with his or her supervisor observing at least two**
- **Observe and respond to a weekly journal prompt**
- **Complete a Pre Practicum Pre- service Assessment Plus (3PA+) Form**
- **Attend weekly discussions with supervisor and other student teachers at school site**

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: _____

List Previous Practicum Experiences:

Name of School	Community	Grade Level

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)

This semester I am taking the following courses:

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

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

- 2. List places you have lived or traveled:**

- 3. List any other work or family experiences you bring to your Pre Practicum:**

Writing Sample

Briefly describe in one paragraph what you hope to learn during this pre-practicum experience.

******Please have copies for both your cooperating teacher and supervisor.***



**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, write down your assignments required for both. In the middle 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 given 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 and submitted for the weeks in which you complete the Focused Observations. Further note that several journal prompts require you to refer to standards outlined in the 3PA+. **Two (2) of your journals will be your lesson reflections and one (1) journal will be the final summary of your experience.** The remaining 4 journals should address the specific prompts provided. *The order of the journals should be discussed with your supervisor in order to maximize your experiences.*

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>For each of these Lesson Reflection journals: Refer to Standard A (Plans Curriculum & Instruction) and Standard B (Delivers Effective Instruction) in the 3PA+. Choose two (2) indicators from each.</u> <i>As part of your journal, describe how you have met these indicators in your planning and delivery. Provide specific examples of how you accomplished this.</i> <u>Lesson Reflection 1:</u> write a reflection on 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 third or fourth lesson you taught at the school. In the reflection, compare this lesson to other lessons you have taught, noting similarities and differences.</p>
Two Journals	<input type="checkbox"/>	<p><u>Classroom Management, Behaviors and Routines:</u> <i>Refer to the four (4) indicators of Standard C (Classroom Climate) in the 3PA+.</i></p> <ul style="list-style-type: none"> • Describe, in detail, how your cooperating teacher addresses each of these indicators. For example, how do they create an environment that is conducive to learning (C1)? How do they create a physical environment appropriate to a range of learning activities (C2)? And so on. <p style="text-align: center;"><i>Continued on next page</i></p>

	<input type="checkbox"/>	<ul style="list-style-type: none"> As a <u>second part</u> of the journal, comment on changes you might make in your own classroom to meet two of these indicators, and include an explanation of your rationale. <p><u>Student Assessment:</u> <i>Refer to the eight (8) indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+.</i></p> <ul style="list-style-type: none"> Choose four (4) indicators and describe, in detail, how your cooperating teacher addresses each of these indicators. Include a reference to the specific indicators you are addressing. Describe how you plan on addressing the indicators you have cited above, as you plan for your own classroom. Include an explanation of your rationale.
Two Journals	<input type="checkbox"/> <input type="checkbox"/>	<p><u>Social Justice:</u> <i>Refer to the indicators of Standard D (Promotes Equity & Social Justice) of the 3PA+.</i></p> <ul style="list-style-type: none"> Choose four (4) indicators from the standard and describe, in detail, the evidence of those indicators that you have seen in the school or classroom. Include a reference to the specific indicators you are addressing. Discuss some specific ways in which you have, or would, meet these indicators in your own teaching. Provide your rationale for these choices. <p><u>Inquiry Stance:</u> <i>Refer to the six (6) indicators of Standard G(Demonstrates an Inquiry Stance in Daily Practice)</i></p> <ul style="list-style-type: none"> Specifically describe how you have used inquiry during your placement to inform your teaching and your interactions with your CT, pupils, and/or colleagues. Identify the indicators you have met and include a description of how that was done.
Final Journal	<input type="checkbox"/>	<p><u>10. Final Journal: Pre Practicum Self Evaluation:</u></p> <p>The final journal is a self-evaluation of the pre-prac experience. Choose 3 standards of the 3PA+ and using your 3PA+ summary sheet, your journals, lesson plans, and feedback from your CT and supervisor, compose a 2 – 3 page evaluation of your performance, progress, and learning this semester. Include your strengths, weaknesses, and areas where you have demonstrated growth. <i>Cite specific examples (evidence) in support of what you write.</i></p> <ul style="list-style-type: none"> If you could change one thing you did, what would it be? Why? What is the main goal for your Full Practicum? How will you prepare to attain it? <p>This evaluation will be provided to your next supervisor to assist him/her in providing appropriate support for you during the next experience.</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:

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?**

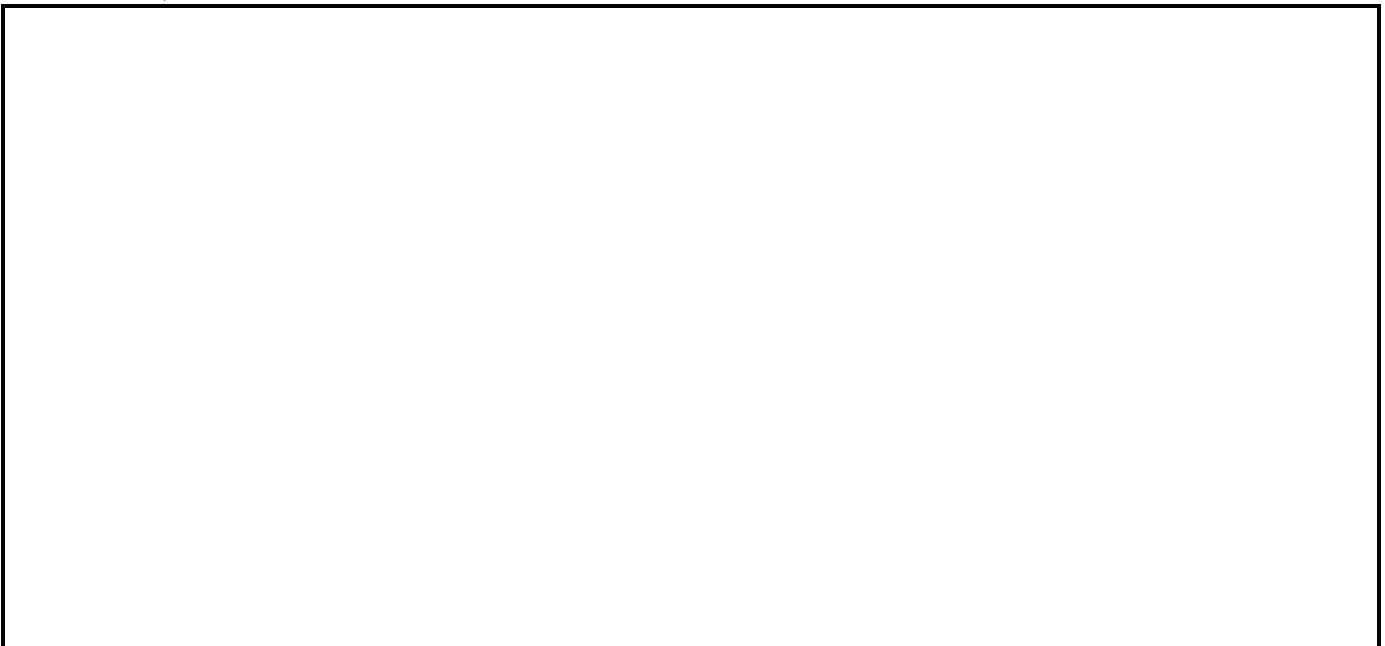
- b. How does the classroom arrangement influence student interactions with the teacher? With one another?**

- 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:

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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 your 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, or use the diagram below.

For each student, note the following:

1. Gender (M/F),
2. Race (White, African American, Hispanic/Native American, Asian, Other)
3. Bilingual student (Y/N) If Yes, note first language _____

During the lesson, mark the appropriate square on the diagram 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)

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 your 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 –

(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?

(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.

- ◆ 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).
- ◆ Your methods courses at Boston College should also help you in the lesson-creating field. Please use these resources to your benefit.
- ◆ 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.
- ◆ 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 3/ Grad P1 – Lesson Template

Name: _____ Date: _____

School: _____ Grade: _____

Starting and Ending Time: ____ to ____

OVERVIEW OF THE LESSON

MA Curriculum Standards¹: With regard to how this lesson fits into the “big picture” of the students’ long-term learning, which MA standard does the lesson most clearly address?

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 Objective²: 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 If planning for ELLs, please include an English Language Proficiency Benchmark and Outcome (ELPBO) standard, as well (see p.11 and/or pp.95-104 in the ELPBO document, which you can access on Blackboard).

² 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? Which aspects of the content knowledge may be confusing for students?

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 (__ minutes³): How will you introduce the instructional objective to the students, 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 students in working toward meeting the instructional objectives?

³ **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?

SUPPORTING ALL LEARNERS

Learner Factors: If teaching a small or whole group, what will you do to ensure success from all students – including struggling students who may need additional strategies; students on special educational plans; English language learners; and students who may need an extended challenge? Check off all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Adjust Grouping Formats | <input type="checkbox"/> Extend Time of Selected Work | <input type="checkbox"/> Give More Frequent Breaks |
| <input type="checkbox"/> Oral, Pointing, Signed Responses | <input type="checkbox"/> Reread Directions | <input type="checkbox"/> Handout Hard Copy of Board Notes |
| <input type="checkbox"/> Give Additional Examples | <input type="checkbox"/> Use Assistive Devices to Respond | <input type="checkbox"/> Word Processor/Computer |
| <input type="checkbox"/> Write Homework List | <input type="checkbox"/> Post visual picture or schedule | <input type="checkbox"/> Seating Near Advanced Students |
| <input type="checkbox"/> Give Daily Progress Report | <input type="checkbox"/> Give Verbal Reminders | <input type="checkbox"/> Use Graphic Organizer |
| <input type="checkbox"/> Use of Braille or Large Print | <input type="checkbox"/> Use of Interpreter | <input type="checkbox"/> Increase the Number of Review Activities |
| <input type="checkbox"/> Give Student Copy of Directions | <input type="checkbox"/> Give Verbal Cues to Emphasize Main Ideas | <input type="checkbox"/> Pair Students |
| <input type="checkbox"/> Provide an Alternate Reading Level for a Reading | <input type="checkbox"/> Use Page Markers | |

Specific Examples: Choose 3 examples from the list above and explain in detail the differentiation.⁴

Example 1:

Example 2:

Example 3:

⁴ For each lesson that you teach, try to choose different examples from the above list to describe in detail.
Revised M.Malley 7/2011

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 students continue to work toward the lesson's overarching goal (i.e., the MA Curriculum Standard)?

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? In what ways did the instructional activities help or hinder the classroom management?**
- 8. If I taught small group or one-on-one, what are some insights from this lesson that I will transfer to a large group or whole class lesson? Cite a specific example or two.**
- 9. 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:
 - *Immigration and Education*
 - *Making Schools Safe for Gay and Lesbian Children and Families*
 - *Mandatory Reporting of Child Abuse & Neglect*

