

# BOSTON COLLEGE'S

*“PLAN – CONNECT – ACT – REFLECT”*

## **PRE PRACTICUM 1 SYLLABUS**

**Pre Practicum 1 (ED 151) and Inquiry Seminar (ED 131)**



**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
- Page 13-15 – Journal Prompts
- Page 16 – Lesson Overview
- Page 17-20 – Lesson Template
- Page 21 – “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 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 provide the opportunity for you to link the theory you are learning at Boston College to the practice you are seeing at your placement 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](http://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](mailto: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](mailto: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 online  
[www.bc.edu/lynch school](http://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**

- 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.** Do not use the school computers for your personal business (i.e. checking/responding to your email). Do not talk with your partner or supervisor while your CT is teaching.
- Dress Appropriately. Consider this your warning not to 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. 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 #1 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.



# 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 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 next 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>                |
|---|--|----------------------------|
| <b>1.</b> I have read and understand the professional expectations noted on page 5 of this Syllabus.  |  |                            |
|   | (Initial and date)                                     |                            |
| <b>2.</b> Give your Cooperating Teacher the <b><u>Welcome Letter</u></b>  | <i>Welcome Letter</i> <input type="checkbox"/>         | _____                      |
| <b>3.</b> Fill out and give CT <b><u>Student Teacher Information</u></b> sheet  | <i>Student Teacher Info</i> <input type="checkbox"/> P | _____                      |
| <b>4.</b> Fill out <b><u>Class ↔ Pre Practicum Connections</u></b> sheet  | <i>Connections Form</i> <input type="checkbox"/> P     | _____                      |
| <b>5.</b> Write 10 <b><u>Journal Prompts</u></b> 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"/> 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                             | _____                      |
| <b>6.</b> Attend at least 1 <b><u>S.I.T. Meeting</u></b> (Times will be announced)  | <i>S.I.T. Meeting/ and Summary</i>                     | <input type="checkbox"/> P |
| _____ Write and submit a 1 – 2 page summary   |  |                            |
| <b>7.</b> Complete weekly <b><u>Read Aloud/Academic Language</u></b> Project ( <i>See Supervisor</i> )  | <i>Student Project</i>                                 | <input type="checkbox"/> P |
| _____   |  |                            |
| <b>8.</b> Teach 2 <b><u>Lessons</u></b> , fill out <b><u>Lesson Reflection Sheets</u></b> (2 Reflections can count as Journals)   |  |                            |
| <b>Indicate the numbers of the two journals for which you are submitting two reflections on the check off lines.</b>  |  |                            |
| <i>Lesson Plan &amp; Lesson Reflection 1</i> (used for Journal # _____)   | <input type="checkbox"/> P                             | _____                      |
| <i>Lesson Plan &amp; Lesson Reflection 2</i> (used for Journal # _____)   | <input type="checkbox"/> P                             | _____                      |
| <b>9.</b> Fill out <b><u>Attendance Sheet</u></b>   | <i>Attendance Sheet</i>                                | <input type="checkbox"/> P |
| <b>10.</b> Complete 3PA+ with level of performance noted - Summary to be signed by Supervisor   |  | <input type="checkbox"/> P |
| _____ and Student at Close out meeting and submitted with the end of forms.   |  |                            |

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

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date



## COOPERATING TEACHER WELCOME LETTER

*(Turn into 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 Pre Practicum 1 student teacher from Boston College! This is the student's first 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 five 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 [malleym@bc.edu](mailto:malleym@bc.edu) for more information.

Your Pre Practicum 1 student is required to complete the following school-based assignments:

- **Learn about the school culture through research and interviews**
- **Make connections with BC courses through discussion and his or her connections sheet**
- **Complete a Read Aloud Project that may involve tutoring an individual child or small group,**
- **Plan and teach at least 2 lessons with his or her supervisor observing both**
- **Write in-depth weekly journal reflections in response to specific prompts**
- **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 1 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,

*Francess A. Loftus*



*Melita Malley*



**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:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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**List places you have lived or traveled:**

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

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**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

The following is a chronological order of journal prompts for this pre-practicum. You will notice that there are 8 prompts given. The remaining 2 journal entries will be your two Lesson Reflections. Please respond to these in the intended order. Two of your journal entries (the lesson reflections) should be submitted during the appropriate week of your experience. For example, if you teach a lesson during the fourth week in the schools, your lesson reflection would be your fourth entry and the fourth journal prompt listed below would become your fifth entry. Your supervisor will be responding to these entries and may provide you with some additional questions to address.

As part of the Read Aloud Student Project, you are also expected to include a paragraph at the end of each journal that relates to the Read Aloud activity. Please refer to the questions/prompts found in the Read Aloud Handbook.

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

Check when done	<b>Journal Assignments/Prompts</b>
<input type="checkbox"/>	<p><b>1. <u>What does it mean to be a teacher?</u></b>  <i>After speaking with your teacher, respond to the following questions.</i></p> <ul style="list-style-type: none"> <li>• What does your CT think are the greatest challenges in teaching? What does he/she do to meet them?</li> <li>• What do you think are the greatest challenges in teaching? How will you meet them?</li> <li>• What skills does your CT think you will need to best prepare for student teaching?</li> </ul>
<input type="checkbox"/>	<p><b>2. <u>Planning Curriculum and Instruction</u></b>  <i>Review the indicators of Standard A (Plans Curriculum and Instruction) in the 3PA+</i></p> <ul style="list-style-type: none"> <li>• How has the classroom been organized to best utilize the space available to maximize student learning?</li> <li>• How would you set up the room? Explain your choices.</li> <li>• What factors are taken into consideration by the CT to plan a daily schedule?</li> <li>• Ask to see your CT’s plan book. What type of planning does your CT do? How do they use their plan book on a daily basis?</li> </ul>
<input type="checkbox"/>	<p><b>3. <u>Delivering Effective Instruction</u></b>  <i>Review the indicators of Standard B (Delivers Effective Instruction) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• What are some of the differences and similarities that you notice between this classroom and what you remember about your own experience at the same grade level?</li> <li>• How does your CT engage the students at the beginning of a lesson?</li> <li>• Give an example of a clear explanation by the CT. What made it clear?</li> <li>• How does your CT conclude each lesson?</li> <li>• How will you use this information as you plan your own lessons?</li> </ul>

<input type="checkbox"/>	<p><b>4. <u>Delivering Effective Instruction</u></b>  <i>Review the indicators of Standard B (Delivers Effective Instruction) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• Observe a lesson taught by your CT. How did your CT make the lesson objectives clear to the students?</li> <li>• What type of questions did your CT use to engage the students? How effective were they? Cite examples.</li> <li>• How will your CT assess the success of the lesson?</li> <li>• Look at corrected homework. What type of feedback does your CT provide?</li> </ul>
<input type="checkbox"/>	<p><b>5. <u>Classroom Management</u></b>  <i>Review the indicators of Standard B (Delivers Effective Instruction) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• What classroom management techniques are used in this classroom? Which do you think are the most and least effective? Explain why by citing evidence in support of your view.</li> <li>• How does your CT assist the students with transitioning to new activities? Why is transitioning important to classroom management?</li> <li>• <b>Refer to the four (4) indicators of Standard C (Manages Classroom Climate).</b> Describe how your CT meets two of them and then describe how you would meet the other two in this classroom. Be sure to identify the indicator you are addressing.</li> </ul>
<input type="checkbox"/>	<p><b>6. <u>Student Assessment</u></b>  <i>Refer to the indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+</i></p> <ul style="list-style-type: none"> <li>• What types of assessment does the CT use to analyze student learning? How are they documented?</li> <li>• Describe the informal and formal assessments that are used for this class. What are some of the similarities and differences between the two?</li> <li>• Based on assessment information, what are some considerations you will keep in mind as you plan your lessons?</li> </ul> <p>Choose two (2) of the indicators of Standard F (Assesses and Promotes Pupil Learning), state what they are and describe specifically how you think your CT has met them.</p>
<input type="checkbox"/>	<p><b>7. <u>Promoting Equity and Social Justice</u></b>  <i>Review the indicators of Standard D (Promotes Equity and Social Justice) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• Think about your work with your ELL student.</li> <li>• How does your student respond to you now versus how he/she responded at the beginning of the semester? Be specific.</li> <li>• Describe how you are promoting achievement for this student. Give specific examples from your read aloud/academic language project.</li> <li>• What knowledge have you gained from this experience? How will you use it during your next pre-practicum?</li> <li>• How has this experience helped you become more aware of the needs of ELL students?</li> <li>• Describe the challenges you faced working with an ELL student. How has this experience helped you become more aware of the needs of ELL students?</li> </ul>





## 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 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 Objective<sup>1</sup>:** 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:*

<sup>1</sup> 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** (\_\_ minutes<sup>2</sup>): 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?

---

<sup>2</sup> **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 1 student teacher, you are required to attend one session of the S.I.T. series provided on campus and write a one – two page summary of the presentation.**
  - 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.*

