

## BOSTON COLLEGE'S

*“PLAN – CONNECT – ACT – REFLECT”*

# **PRE PRACTICUM 3 SYLLABUS**

**Pre Practicum 3 (ED 153) and Inquiry Seminar (ED 133)**



**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](mailto: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

***\*\*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).

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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](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.

## ➤ **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 2.5
- 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](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 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 their absence*.
- Acts of Nature – snowstorms, school closings, etc. also need to be noted on your attendance form.



# 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	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. **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 <u>Welcome Letter</u>   | <i>Welcome Letter</i> <input type="checkbox"/>              | _____       |
| <b>3.</b> Fill out and give CT <u>Student Teacher Information</u> sheet   | <i>Student Teacher Info</i> <input type="checkbox"/>        | P _____     |
| <b>4.</b> Fill out <u>Course ↔ Pre Practicum Connections</u> sheet<br>(To assist with coordination of assignments)  | <i>Connections Form</i> <input type="checkbox"/>            | _____       |
| <b>5.</b> 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"/>                                    | 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 <u>S.I.T. Meeting</u> (Times will be announced)<br>Write and submit a 1 – 2 page summary  | <i>S.I.T. Meeting/ and Summary</i> <input type="checkbox"/> | P _____     |
| <b>7.</b> Complete weekly <u>Read Aloud/Academic Language</u> Project ( <i>See Supervisor</i> )   | <i>Student Project</i> <input type="checkbox"/>             | P _____     |
| <b>8.</b> Teach 4 <u>Lessons</u> , fill out <u>Lesson Reflection Sheets</u> (2 Reflections can count as Journals)<br><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; Reflection 1</i>   | <input type="checkbox"/>                                    | P _____     |
| <i>Lesson Plan &amp; Reflection 2</i>   | <input type="checkbox"/>                                    | P _____     |
| <i>Lesson Plan &amp; Reflection 3</i>   | <input type="checkbox"/>                                    | P _____     |
| <i>Lesson Plan &amp; Reflection 4</i>   | <input type="checkbox"/>                                    | P _____     |
| <b>9.</b> Fill out <u>Attendance Sheet</u>  | <i>Attendance Sheet</i> <input type="checkbox"/>            | P _____     |
| <b>10.</b> 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's Signature

\_\_\_\_\_  
Supervisor's 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 3 student teacher from Boston College! This is the student's last 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 [malleym@bc.edu](mailto:malleym@bc.edu) for more information.

Your Pre Practicum 3 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 (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**
- **Write weekly in-depth journal reflections for their supervisor**
- **Complete a Pre Practicum Pre- service Assessment Plus (3PA+) Form**
- **Attend weekly discussions with supervisor and other student teachers at site**

Please contact us if you have any questions. Ask the student to share the Pre Practicum 3 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,

*Francois A. 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:*

**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 only 8 prompts given. The remaining 2 journal entries will be 2 of your 4 Lesson Reflections. Please respond to these in the intended order. The two journal entries that are your 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 (Elementary and Early Childhood) and the Academic Language Project, you are also expected to include a paragraph at the end of each journal that relates to the Read Aloud (refer to the questions/prompts in the Read Aloud Handbook) or the Academic Language Activity

*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
<input type="checkbox"/>	<p><b>1. <u>What does it mean to be a teacher?</u></b>  <i>After speaking to your CT about his/her philosophy about teaching and learning, respond to the following:</i></p> <ul style="list-style-type: none"> <li>• How do their beliefs about teaching and learning compare to those of your previous CT's? Be specific.</li> <li>• How do you think the similarities and differences affect their teaching?</li> <li>• Discuss your personal ideologies about teaching. How have they changed since your first pre-practicum?</li> <li>• How do you plan to integrate these in your CT's classroom?</li> <li>• In what ways can your CT support you?</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 does your CT plan lessons in order to address a wide variety of student needs? Compare this CT with your previous CT.</li> <li>• How does your CT's lessons align with the content standards? How have you used the standards in your planning?</li> <li>• Discuss planning with your CT-what areas does he/she find the most challenging?</li> <li>• How would identify the prerequisite skills needed for a lesson you were to teach? How would you plan lessons that would strengthen your students reading and writing skills?</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> <p>Observe two lessons taught by different teachers in your assigned school and discuss the similarities and differences in instructional style. Be specific in citing examples.</p> <ul style="list-style-type: none"> <li>• How did each teacher address student needs including students on IEPs and ELL students?</li> <li>• How did each teacher engage the students?</li> <li>• How did each teacher use collaborative learning techniques and teacher directed instruction during the lesson?</li> </ul> <p>How did each teacher assess the success of his or her lesson?</p>
<input type="checkbox"/>	<p><b>4. <u>Classroom Management</u></b>  <i>Review the indicators of Standard C (Manages Classroom Climate) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• Analyze your CT’s classroom management. What strategies do they use? Are they effective? How do the students react? Do they address student safety and support?</li> <li>• Compare this CT to your previous placements.</li> <li>• As a second part of the journal, comment on how you might structure your classroom or lessons to effectively create an environment</li> </ul>
<input type="checkbox"/>	<p><b>5. <u>School Culture</u></b>  <b>Referring back to P1 discussions of School Culture and the data available to determine information about a school, think about all you know relating to the culture of the school.</b></p> <p><i>Refer to Standard D (Promotes Equity &amp; Social Justice) of the 3PA+. Choose three (3) indicators to address in this journal. Make note of the indicators you have chosen at the top of the journal.</i></p> <p>Describe how the indicators you have chosen are met by the school and/or your CT and cite specifics OR describe what you would do to assist the school with meeting these indicators. As you develop your journal, consider the following:</p> <ul style="list-style-type: none"> <li>• What are the Mission, Values, and Philosophy of your school based on the discussions you have had with adults and students in the school and based on your own observations?</li> <li>• Think about aspects of the history of the school or community and how they might have affected it or how they continue to affect the school community.</li> <li>• How do the demographics and resources influence the ability to meet these indicators?</li> <li>• How does the teaching you have observed accommodate different types of learners and how does this influence the school culture?</li> <li>• How does the school culture influence teaching and learning?</li> </ul>
<input type="checkbox"/>	<p><b>6. <u>Student Assessment</u></b>  <i>Review the indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• Consider the type of assessments used in your classroom. Which do you think are the most effective and why?</li> <li>• Cite examples of your CT’s use of formative and summative assessment. How were they used? How does your CT incorporate this data into future lessons?</li> <li>• Consider the students in your classroom. How will you incorporate their specific needs, skills, and abilities into your next lesson?</li> <li>• How will you help students take responsibility for their own learning? Think about the type of assessments used in your classroom. Which are most effective and why?</li> </ul>

<input type="checkbox"/>	<p><b>7. <u>What does it mean to take an Inquiry Stance in daily practice?</u></b>  <i>Review the indicators of Standard G (Demonstrates an Inquiry Stance in Daily Practice) in the 3PA+.</i></p> <ul style="list-style-type: none"> <li>• Choose three 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 indicator you are addressing.</li> <li>• Discuss specific ways that you have met at least one of these indicators in your own teaching. Provide evidence and rationale for your choice.</li> <li>• How will you incorporate your own academic and personal knowledge into your teaching?</li> <li>• What difficulties and challenges do you foresee in maintaining an inquiry stance once you are a full time teacher?</li> </ul>
<input type="checkbox"/>  <input type="checkbox"/>	<p><b><u>For each of these Lesson Reflection journals:</u></b>  <i>Refer to Standard A (Plans Curriculum and Instruction) and Standard B (Delivers Effective Instruction) in the 3PA+. Choose two (2) indicators from each.</i>  <i>As part of your journal, describe how you have met these indicators in your lesson planning and delivery. Provide specific examples of how you accomplished this.</i></p> <p><b>8. <u>Lesson Reflection 1:</u></b> write a reflection on the first or second lesson you taught at the school. The prompts are at the end of the lesson template.</p> <p><b>9. <u>Lesson Reflection 2:</u></b> 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>
<input type="checkbox"/>	<p><b>10. <u>Final Journal: Pre Practicum Self Evaluation:</u></b></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"> <li>• If you could change one thing you did, what would it be? Why?</li> <li>• What is the main goal for your <b>Full Practicum</b>? How will you prepare to attain it?</li> </ul> <p><b>This evaluation will be provided to your next supervisor to assist him/her in providing appropriate support for you during the next experience.</b></p>



## 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 Standards<sup>1</sup>:** 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 Objective<sup>2</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> 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).

<sup>2</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? 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** (\_\_ minutes<sup>3</sup>): 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?

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<sup>3</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?

**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.<sup>4</sup>

**Example 1:**

**Example 2:**

**Example 3:**

<sup>4</sup> For each lesson that you teach, try to choose different examples from the above list to describe in detail.

**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:
    - *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.*

