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
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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).
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 (EDUC 743101).

3. Complete a Full Practicum experience, including the Inquiry Seminar Part 2 (EDUC 743201).

4. Register for the Comprehensive Examinations online and complete the Inquiry Project for EDUC 743201.
   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, Campion Hall #135, or the Office of Practicum Experiences and Teacher Induction, Campion 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.** Do not use the school computers for your personal business (ie checking/responding to your email). Maintain professional behavior at all times in and out of the classroom.

- **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; jeans; 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 inappropriate. 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 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.
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 (EDUC 743101) that connects with your Pre Practicum experience. Full Practicum students must be enrolled in the Inquiry Seminar Part 2 (EDUC 743201), 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.*

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

1. I have read understand the professional expectations noted on Page 5 of the syllabus. ___________________  
   (Initial and date)

2. Give your Cooperating Teacher the Welcome Letter Welcome Letter ☐ ______

3. Fill out and give CT Student Teacher Information sheet Student Teacher Info ☐ P ______

4. Fill out Course ↔ Pre Practicum Connections sheet Connections Form ☐ ______
   (To assist with coordination of assignments)

5. Write 8 Journal Prompts for your supervisor (See journal checklist in your syllabus for individual journal prompts and topics. Lesson Reflections can also count as two journals.
   Journal #1 ☐ P ______  Journal #2 ☐ P ______
   Journal #3 ☐ P ______  Journal #4 ☐ P ______
   Journal #5 ☐ P ______  Journal #6 ☐ P ______
   Journal #7 ☐ P ______  Journal #8 ☐ P ______

Teach 4 Lessons, fill out Lesson Reflection Sheets (2 Reflections count as two required additional journals)

Indicate the dates of the two lesson reflections that you are using as 2 additional journals below:

Lesson Plan & Reflection 1 ☐ P ______
Lesson Plan & Reflection 2 ☐

6. Fill out 3 Focused Observations and related Journal Activity (Complete early in your placement)
   Observation #1 ☐ P ______  Observation #2 ☐ P ______  Observation #3 ☐ P ______
   (Indicate the journal number for which the observation will be submitted on the check off lines.)

7. Attend at least 1 S.I.T. Meeting (Times will be announced) S.I.T. Meeting ☐ P ______
   Write and submit a 1 – 2 page summary

8. Complete weekly Academic Language Project (See Supervisor) Student Project ☐ P ______

9. Teach 4 Lessons, complete detailed Lesson Reflections (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.

Lesson Plan & Reflection 1 ☐ P ______  Lesson Plan & Reflection 2 ☐ P ______

Fill out Attendance Sheet Attendance Sheet ☐ P ______

10. 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. ☐ P ______

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

_________________________________  __________________________________  _____________
Student Teacher Signature  Supervisor Signature   Date
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 an Elementary Academic Language Project (Read Aloud) which may involve tutoring an individual student or small group, or a Secondary Academic Language Project
- 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          Melita Malley
Director                     Assistant Director
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: _______

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:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
(Next Page)
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.)

<table>
<thead>
<tr>
<th>Boston College Course Assignments</th>
<th>Pre Practicum Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________________</td>
<td>1. ___________________________</td>
</tr>
<tr>
<td>2. ___________________________</td>
<td>2. ___________________________</td>
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<td>3. ___________________________</td>
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<td>4. ___________________________</td>
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<td>5. ___________________________</td>
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<td>6. ___________________________</td>
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<td>9. ___________________________</td>
<td>9. ___________________________</td>
</tr>
<tr>
<td>10. ___________________________</td>
<td>10. ___________________________</td>
</tr>
</tbody>
</table>

**Common Assignments**

| 1. ___________________________ |
| 2. ___________________________ |
| 3. ___________________________ |
| 4. ___________________________ |
| 5. ___________________________ |
| 6. ___________________________ |
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.*

<table>
<thead>
<tr>
<th>Journal Assignments/Prompts</th>
<th>Check when done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Journal</strong></td>
<td></td>
</tr>
<tr>
<td>Focused Observation #1</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Comparison of 2 classrooms on the same day.</strong></td>
<td>Review the observations forms PRIOR to completing the observation.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td>of classroom organization, student interactions.</td>
<td></td>
</tr>
<tr>
<td><strong>One Journal</strong></td>
<td>☐</td>
</tr>
<tr>
<td>Focused Observation #2</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Student/ Teacher Interactions</strong></td>
<td>Review the observation form PRIOR to completing the observation.</td>
</tr>
<tr>
<td><strong>Focuses on the classroom composition and student/teacher interactions during a lesson.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>One Journal</strong></td>
<td>☐</td>
</tr>
<tr>
<td>Focused Observation #3</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Diverse Learners in a Classroom</strong></td>
<td>Review the observation form PRIOR to completing the observation.</td>
</tr>
<tr>
<td><strong>Focuses on a teacher’s and a student’s perception of the individual progress, capabilities, challenges, etc of an ELL student in the classroom.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Two Journals</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom Management, Behaviors and Routines:</td>
<td>☐</td>
</tr>
<tr>
<td>Refer to the four (4) indicators of Standard C (Classroom Climate) in the 3PA+.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• As a second part 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.</td>
<td></td>
</tr>
<tr>
<td>Student Assessment:</td>
<td>☐</td>
</tr>
<tr>
<td>Refer to the eight (8) indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>Two Journals</td>
<td>Final Journal</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| **Social Justice:**
*Refer to the indicators of Standard D (Promotes Equity & Social Justice) of the 3PA+.*
- 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.

**Inquiry Stance:**
*Refer to the six (6) indicators of Standard G(Demonstrates an Inquiry Stance in Daily Practice)*
- 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: Pre Practicum Self Evaluation:**

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. *Cite specific examples (evidence) in support of what you write.*

- 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?

**This evaluation will be provided to your next supervisor to assist him/her in providing appropriate support for you during the next experience.**
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? 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
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.
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)
B. Complete the following questions. The responses will be used by you to write a summary for your weekly journal.

1. Generally describe the classroom.

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

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

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

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

6. How were the needs of any ELLs addressed?

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

Journal Activity and Prompt:

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

(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?
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.
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!
### OVERVIEW OF THE LESSON

**MA Curriculum Frameworks incorporating the Common Core State Standards:** With regard to how this lesson fits into the “big picture” of the students’ long-term learning, which MA framework 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?

**Assessment:** What specific, tangible evidence will show that each student has met this objective?

**Academic Language Objective:** 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? Refer to WIDA and Three Tiers of Vocabulary Beck, Kucan, and McKeown (2002) as cited by Thaashida L. Hutton in Three Tiers of Vocabulary and Education.

**Assessment:** What specific, tangible evidence will show that each student has met this objective?

**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): How will you introduce the instructional objective to the students, “activate” learners, 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?

**Closing** (___ minutes): How will you bring closure to the lesson and, by doing so, review and determine what students have learned?
**As you think about supporting all learners, think about the Principles of Universal Design for Learning (UDL), and utilize resources at the following links:**

**UDL at a glance:** [http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0](http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0)


**Learner Factors:** What will you do to ensure success from all students? Specifically students on individual education plans, English language learners (at a variety of English language levels), and students who may need an extended challenge. Highlight all that apply.

<table>
<thead>
<tr>
<th>Grouping Factors</th>
<th>Content</th>
<th>Materials</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust grouping format</td>
<td>Give additional examples</td>
<td>Write homework list</td>
<td>Alternate response format (verbal/written)</td>
</tr>
<tr>
<td>Seat students strategically near one another</td>
<td>Provide alternate reading</td>
<td>Graphic organizers</td>
<td>Give daily progress report</td>
</tr>
<tr>
<td>Pair students</td>
<td>Provide on-level reading</td>
<td>Use Braille or large print</td>
<td>Extend time</td>
</tr>
<tr>
<td></td>
<td>Give verbal cues to emphasize main ideas</td>
<td>Use manipulatives</td>
<td>Use assistive devices</td>
</tr>
<tr>
<td></td>
<td>Increase number of review activities</td>
<td>Technology</td>
<td>Use interpreter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give students copy of directions</td>
<td>Give more breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hand out copies of notes</td>
<td>Allow use of computer</td>
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<tr>
<td></td>
<td></td>
<td>Re-read directions</td>
<td></td>
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<td></td>
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<td>Use page markers</td>
<td></td>
</tr>
</tbody>
</table>

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

**Support #1:**

**Support #2:**

**Support #3:**
<table>
<thead>
<tr>
<th>FINAL DETAILS OF THE LESSON</th>
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</thead>
<tbody>
<tr>
<td><strong>Classroom Management:</strong> If teaching a small group or whole class, how will you use classroom routines, reinforce appropriate behavior, and/or handle behavioral issues? Give one example.</td>
</tr>
<tr>
<td><strong>Materials:</strong> What are the materials that you will need to organize, prepare, and/or try-out before teaching the lesson?</td>
</tr>
</tbody>
</table>
| **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 Framework incorporating the Common Core State Standards)?
REFLECTING ON THE LESSON

These questions and prompts are to be used to guide the post-lesson evaluation and critique. Review the PPA+ to see if this reflection can be used as a piece of evidence.

1. **Student Learning/Classroom Management/Routines**
   a. What do you think the students learned? How did student learning differ from what you were expecting?
   **Identify specific examples of student work to answer #3 below.**
   b. Describe how your language objectives supported your English Language Learners in meeting your instructional objective. Based on your experience with this lesson, describe any changes you would make to the lesson if you were to teach it again.
   c. Describe the levels of engagement of three different students in the class. How do you account for these varying levels of engagement? Why might this have happened?
   d. Which parts of classroom management were most and/or least effective? Why? In what ways did instructional activities help or hinder the classroom management or routines?

2. **Lesson Adaptations**
   a. What were some of the ways you adapted the lesson while teaching to address the needs of various students in the class. Provide specific examples.
   b. In hindsight, how might you have adapted or changed the lesson during the planning stages?
   c. What specific suggestions from your supervisor or cooperating teacher were implemented or not? What was the outcome? Were they beneficial? Why or why not?

3. **Student Learning/Assessing Student Work**
   a. Choose three or more examples of student work to review/analyze.
   b. What were some specific misconceptions students had during the lesson? How do you know? To what would you attribute the misconceptions?
   c. How does analyzing student work inform your success with this lesson? Cite at least 3 examples from student work that either support your teaching, or indicate to you that you should have approached the lesson differently.
   d. Using the information from 3c, if you were to teach this lesson a second time:
      - What would you change about the lesson and why? This should include any planning, delivery of instruction, or closing changes.
      - Be specific and cite the examples of student work that are informing your changes.
      - What additional information about the students or subject matter would have been helpful to you as you initially planned the lesson? Explain why.

4. **Strengths and Areas Needing Improvement**
   a. In thinking about your lesson as a whole, what do you think were the most effective and least effective parts of the lesson? What specific evidence do you have that support these claims?
   b. What do you see as your teaching strengths in the lesson? These can be in any areas related to teaching such as planning, instruction, classroom management, assessment, etc.
   c. What areas of your teaching need improvement? Explain why.
   d. If you were to teach this lesson again, what would you do differently? Why?
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