PRE PRACTICUM 2 SYLLABUS

Pre Practicum 2 (EDUC 315201) and Inquiry Seminar (EDUC 313201)

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

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

Lynch School of Education
Office of Practicum Experiences and Teacher Induction
Campion 103 (617) 552-4206 prac@bc.edu
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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], Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD). 

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

**Academic Integrity**

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

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

For further assistance, see the Policy Handbook available online 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 (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.
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.*

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Purpose</th>
<th>STATE Forms</th>
<th>Evaluation/Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ <strong>Meeting Supervisor at BC</strong></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 next 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 and understand the professional expectations noted on page 5 of this Syllabus.  

   Completed Date

   (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 Class ↔ Pre Practicum Connections sheet

   Connections Form ☐ P _____

   (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 _____  FINAL Journal #8 ☐ P _____

6. Attend at least 1 S.I.T. Meeting (Times will be announced)  

   S.I.T. Meeting/and Summary ☐ P _____

   Write and submit a 1 – 2 page summary

7. Complete weekly Academic Language Project (See Supervisor)  

   ☐ P _____

8. Fill out Attendance Sheet  

   Attendance Sheet ☐ P _____

9. 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 ___________________
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 2 student teacher from Boston College! This is the student’s second 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 for more information.

Your Pre Practicum 2 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 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 3 lessons with his or her supervisor observing at least two
- Write weekly in-depth 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 2 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
Director

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   Program Major: ________________________________

List Previous Practicum Experiences:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Community</th>
<th>Grade Level</th>
</tr>
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<tbody>
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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:

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

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

List places you have lived or traveled:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

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.***
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 overlap 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>
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<tr>
<td>2. _________________</td>
<td>2. _________________</td>
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<td>9. _________________</td>
<td>9. _________________</td>
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<tr>
<td>10. ___________________</td>
<td>10. ___________________</td>
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</tbody>
</table>

Common Assignments

| 1. _________________ |
| 2. _________________ |
| 3. _________________ |
| 4. _________________ |
| 5. _________________ |
| 6. _________________ |
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 3 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. For the week following 2 of your lessons (for which you have written an extensive lesson reflection) you need to ONLY write one or two paragraphs relating one of the standards to your lesson. Think specifically about how you met the standard while teaching your lesson. This would replace the 2 – 3 page entry you would normally write for that standard.

Your supervisor will be responding to your journal entries and may provide you with some additional questions to address.

As part of the Read Aloud Student Project (Elementary) 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.

### Journal Assignments/Prompts

<table>
<thead>
<tr>
<th>Check when done</th>
<th>Journal Assignments/Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What does it mean to be a teacher?</td>
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<tr>
<td></td>
<td>Discuss with your teacher the challenges in teaching and what he/she believes you will need to do to be prepared for them, and then respond to the following questions.</td>
</tr>
<tr>
<td></td>
<td>Briefly describe the similarities and differences between this CT and your previous CT. Be specific; discuss their philosophies beliefs around teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>How do you think the similarities and differences are evidenced in their teaching?</td>
</tr>
<tr>
<td></td>
<td>What are some specific similarities and differences you noticed?</td>
</tr>
<tr>
<td></td>
<td>For each CT describe one trait you wish to include in your own teaching and one trait with which you disagree.</td>
</tr>
<tr>
<td></td>
<td>Briefly describe the similarities and differences between this placement and your previous placement. Consider such things as average class size, availability of materials and supplies, parental participation, collaboration of staff, etc. Explain how you think these factors impact the students.</td>
</tr>
<tr>
<td></td>
<td>2. Planning Curriculum and Instruction</td>
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<tr>
<td></td>
<td>Review the indicators of Standard A (Planning Curriculum and Instruction) in the 3PA+.</td>
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<tr>
<td></td>
<td>How has your CT organized the classroom schedule to maximize time for student learning?</td>
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<tr>
<td></td>
<td>How do you think your CT plans his/her lessons to address the wide variety of student needs? How would you plan in order to address their needs?</td>
</tr>
<tr>
<td></td>
<td>Describe how you have seen your CT collaborate with others when planning units or lessons?</td>
</tr>
<tr>
<td></td>
<td>How does your CT use formal and informal assessment when planning lessons? Give specific examples.</td>
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<tr>
<td></td>
<td>Observe one of your CT’s lessons. If possible, review their lesson plan. What were the objectives? How were they measureable? How will he/she know if the standards met their</td>
</tr>
</tbody>
</table>
3. **Delivering Effective Instruction**

   **Review the indicators of Standard B (Delivers Effective Instruction) in the 3PA+.**

   After observing your CT teach a lesson, briefly explain what he/she did that enabled you to identify the objective of the lesson.

   - How did you know what the students were supposed to learn? What evidence of differentiation to accommodate student needs did you notice? Be specific.
   - Give an example of a clear explanation used by your CT during a lesson. What made them clear?
   - How does the CT make presentations interesting? What would you do to engage the students?
   - How would you help your students understand the objective of the lesson?

   Consider a lesson you have taught. What types of questions did you incorporate that engaged your students’ higher-order thinking skills?

4. **Classroom Management**

   **Review the indicators of Standard C (Manages Classroom Climate) in the 3PA+.**

   - What classroom management techniques are used in this classroom? Which do you think are the most and least effective? Explain by citing evidence in support of your view.
   - How is your CT creating a safe and supportive learning environment?
   - What does your CT do when students disrupt the classroom? How would you handle similar situations? Cite two specific examples.

5. **School Culture**

   **Review the Standard D (Promotes Equity and Social Justice) in the 3PA+.**

   Refer back to the P1 PIRT session on school culture. Consider all the data available on your school in the four categories discussed: Demographics & Resources, Social & Historical Context, Mission & Values, and Teaching and Learning.

   - How would you describe the Mission, Values, and Philosophy of your school based on your discussions with the adults and students in the school and your own observations? How do your observations match with the stated mission of the school?
   - Describe some aspects of the history of the school or community and how it has positively affected the school.
   - Describe the demographics and resources of the school. How do they impact the school and classroom culture?
   - How would you describe the teaching and learning that occurs in your school?
   - How does this school promote equity and social justice?
   - How is it the same or different than your first placement?

6. **Student Assessment**

   **Refer to the indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+.**

   - What types of assessment does the CT use to analyze student learning? How are they documented?
   - Describe the informal and formal assessments that are used for this class. What are some of the similarities and differences?
   - Compare the teaching/assessment techniques used by the CT you have observed in this classroom with your previous placement. How they are the same and how are they different?
   - Which do you think you would prefer to use to inform your teaching and why?
   - **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.**
7. **Promotes Equity and Social Justice**

   *Review the indicators of Standard D (Promotes Equity and Social Justice) in the 3PA+.*

   Review the work you have done with your ELL student through your read aloud project or your academic language project.

   **Elementary Prompts:**
   - How have you incorporated current theories on ELL students into your read aloud lessons?
   - Is the student able to achieve the objectives of the lesson? How do you assess this?
   - What adaptations or special support is provided directly to the student?
   - What are some strategies you used, or would use, in a lesson, to make sure this student could experience success?
   - If given the opportunity how would you communicate the results of this project with the student’s parents?

   **Secondary Prompt:**
   - Review your Academic Language Project. Think about what you have learned through your planning or action with this project and describe how it will inform your future planning and teaching. Be specific.

   **Elementary and Secondary:**
   - Choose one indicator from Standard D (Promotes Equity and Social Justice) and describe how you are meeting it in the work you have accomplished thus far with your ELL Read Aloud OR Academic Language Project as well as through your daily classroom activities. Cite specific examples.

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8. **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, areas where you have demonstrated growth, and suggestions for areas in which you should concentrate during your next pre-prac.

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

   This evaluation will be provided to your next supervisor to assist him/her in providing appropriate support for you during the next experience.
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!
**NAME:** ____________________________  **DATE:** ______________

**SCHOOL:** __________________________  **GRADE:** ______________

**STARTING AND ENDING TIME:** ____ to ____

**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 Read Aloud Training (Elementary) or Academic Language Training (Secondary) and 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?
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.

<table>
<thead>
<tr>
<th>Opening</th>
<th>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?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>During Lesson</th>
<th>How will you direct, guide, and/or facilitate the learning process to support the students in working toward meeting the instructional objectives?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Closing</th>
<th>How will you bring closure to the lesson and, by doing so, review and determine what students have learned?</th>
</tr>
</thead>
</table>
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>
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<tr>
<td>Seat students strategically near one another</td>
<td>Provide alternate reading</td>
<td>Graphic organizers</td>
<td>Give daily progress report</td>
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<td>Pair students</td>
<td>Provide on-level reading</td>
<td>Use Braille or large print</td>
<td>Extend time</td>
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<td>Give verbal cues to emphasize main ideas</td>
<td>Use manipulatives</td>
<td>Use assistive devices</td>
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<tr>
<td></td>
<td>Increase number of review activities</td>
<td>Technology</td>
<td>Use interpreter</td>
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<td></td>
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<td>Give students copy of directions</td>
<td>Give more breaks</td>
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<td>Hand out copies of notes</td>
<td>Allow use of computer</td>
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<tr>
<td></td>
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<td>Re-read directions</td>
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<td>Use page markers</td>
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</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><strong>FINAL DETAILS OF THE LESSON</strong></th>
</tr>
</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>
<tr>
<td><strong>Follow-up:</strong> 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)?</td>
</tr>
</tbody>
</table>
REFLECTING ON THE LESSON

These questions and prompts are to be used to guide the post-lesson evaluation and critique. Review the 3PA+ 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? 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. What was one strategy for classroom management that was effective and one that was not as effective as you had hoped? Describe why you think one was more effective than the other.

2. **Lesson Adaptations**
   a. What were some of the ways you adapted the lesson 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 at least 2 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 can you use these examples of student work to determine your success with this lesson? Cite at least 2 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?
   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 or modification? 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:
  - 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.