PRE PRACTICUM 3
SYLLABUS

Pre Practicum 3 (EDUC 315301) and Inquiry Seminar (EDUC 313301)

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).

*(Next Page)*
To be considered eligible for services for all other disabilities through the Disability Services Office, students must make an appointment to meet with the Assistant Dean for Students with Disabilities in addition to providing documentation of a disability. The documentation serves as the foundation for legitimizing the request for a reasonable accommodation. For more information, please visit the website at [http://www.bc.edu/offices/odsd/services/disabilityservices/](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](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)*
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.
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.
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>✓ 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>Final Three-Way Conference and Portfolio Review</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.

<table>
<thead>
<tr>
<th></th>
<th>Completed</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have read and understand the professional expectations noted on page 5 of this Syllabus.</td>
<td>(Initial and date)</td>
</tr>
<tr>
<td>2.</td>
<td>Give your Cooperating Teacher the Welcome Letter</td>
<td>Welcome Letter</td>
</tr>
<tr>
<td>3.</td>
<td>Fill out and give CT Student Teacher Information sheet</td>
<td>Student Teacher Info P</td>
</tr>
<tr>
<td>4.</td>
<td>Fill out Course ↔ Pre Practicum Connections sheet</td>
<td>Connections Form</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journal #1 P</td>
<td>Journal #2 P</td>
</tr>
<tr>
<td></td>
<td>Journal #3 P</td>
<td>Journal #4 P</td>
</tr>
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<td></td>
<td>Journal #5 P</td>
<td>Journal #6 P</td>
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<td></td>
<td>Journal #7 P</td>
<td>Journal #8 P</td>
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<tr>
<td>6.</td>
<td>Teach 4 Lessons, fill out Lesson Reflection Sheets (2 Reflections can count as two additional journals)</td>
<td></td>
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<tr>
<td></td>
<td>Indicate the dates of the two lesson reflections that you are using as 2 additional journals below:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Plan &amp; Reflection 1 P</td>
<td>Lesson Plan &amp; Reflection 2 P</td>
</tr>
<tr>
<td>7.</td>
<td>Complete weekly Academic Language Project (See Supervisor) Student Project</td>
<td>P</td>
</tr>
<tr>
<td>8.</td>
<td>Fill out Attendance Sheet</td>
<td>Attendance Sheet P</td>
</tr>
<tr>
<td>9.</td>
<td>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.</td>
<td>P</td>
</tr>
</tbody>
</table>

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

____________________________________  ____________________________________  __________
Student Teacher’s Signature  Supervisor’s Signature  Date
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 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 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
- 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,

Fran Loftus  
Director

Melita Malley  
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: ______
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:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

(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 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>
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<td>3.</td>
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<td>4.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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**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 4 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 Academic Language Projects for Elementary and Early Childhood students (Read Aloud) and Secondary (Focus on Academic Language in specific content areas) 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.

<table>
<thead>
<tr>
<th>Check when done</th>
<th>Journal Assignments/Prompts</th>
</tr>
</thead>
</table>
|                  | **1. **What does it mean to be a teacher?  
**After speaking to your CT about his/her philosophy about teaching and learning, respond to the following:**  
- How do their beliefs about teaching and learning compare to those of your previous CT’s? Be specific.  
- How do you think the similarities and differences affect their teaching?  
- Discuss your personal ideologies about teaching. How have they changed since your first pre-practicum?  
- How do you plan to integrate these in your CT’s classroom?  
- In what ways can your CT support you? |
|                  | **2. **Planning Curriculum and Instruction  
**Review the indicators of Standard A (Plans Curriculum and Instruction) in the 3PA**+.  
- How does your CT plan lessons in order to address a wide variety of student needs? Compare this CT with your previous CT.  
- How do your CT’s lessons align with the content standards? How have you used the standards in your planning?  
- Discuss planning with your CT-what areas does he/she find the most challenging?  
- How would you 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? |
### 3. Delivering Effective Instruction
**Review the indicators of Standard B (Delivers Effective Instruction) in the 3PA+.**

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.
- How did each teacher address the needs of all students, including students on IEPs and ELL students?
- How did each teacher engage the students?
- How did each teacher use collaborative learning techniques and teacher-directed instruction during the lesson?
- How did each teacher assess the success of his or her lesson?

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

- Analyze your CT’s classroom management. What strategies do they use? How do the students react? In what ways might they address student safety and support?
- Compare this CT to your previous placements.
- As a second part of the journal, comment on how you might structure your classroom or lessons to effectively create an environment that is conducive to student learning.

### 5. School Culture
**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.**

Refer to Standard D (Promotes Equity & 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.**

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:
- 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?
- 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.
- How do the demographics and resources influence the ability to meet these indicators?
- How does the teaching you have observed accommodate different types of learners and how does this influence the school culture?
- How does the school culture influence teaching and learning?

### 6. Student Assessment
**Review the indicators of Standard F (Assesses and Promotes Pupil Learning) of the 3PA+.**

- Consider the type of assessments used in your classroom. Which do you think are the most effective and why?
- 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?
- Consider the students in your classroom. How will you incorporate their specific needs, skills, and abilities into your next lesson?
- 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?
7. **What does it mean to take an Inquiry Stance in daily practice?**

   *Review the indicators of Standard G (Demonstrates an Inquiry Stance in Daily Practice) in the 3PA+.*
   - 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.
   - Discuss specific ways that you have met at least one of these indicators in your own teaching. Provide evidence and rationale for your choice.
   - How will you incorporate your own academic and personal knowledge into your teaching?
   - What difficulties and challenges do you foresee in maintaining an inquiry stance once you are a full time teacher?

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, 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.**
Use the information below and the template on the following page to help construct your lesson plans for teaching during your Pre Practicum experience. You may also wish to review the Thinking about Lesson Planning guide that is available on Canvas.

- 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 ____

<table>
<thead>
<tr>
<th>OVERVIEW OF THE LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA Curriculum Frameworks incorporating the Common Core State Standards:</strong> 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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific, tangible evidence will show that each student has met this objective?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <strong>WIDA</strong> and <strong>Three Tiers of Vocabulary</strong> Beck, Kucan, and McKeown (2002) as cited by Thaashida L. Hutton in <strong>Three Tiers of Vocabulary and Education</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific, tangible evidence will show that each student has met this objective?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the specific details of the lesson’s content knowledge?</td>
</tr>
</tbody>
</table>
## 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?
SUPPORTING ALL LEARNERS

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>
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<tr>
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<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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<tr>
<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:**
# Final Details of the Lesson

## Classroom Management
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.

## 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 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:

  - 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.