## **Pre-Practicum Semester Timeline**

TC = Teacher Candidate; SP = Supervising Practitioner (in‐service teacher); PS = Program Supervisor (Lesley faculty)

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Suggested Learning Experiences** | **TC Responsibilities** | **SP and PS Responsibilities** |
| **1-2**  | **Learn important school policies** and procedures, classroom rules, daily schedule.**Get to know school personnel** (principal, secretaries, nurse, other grade level teaches, aids, and specialist teachers).**Review teacher manuals**, lessons, and units of study.**Observe inclusive practice**s, assessment practices and behavior/classroom management techniques.**Get to know and interact with students** one-on-one or in small groups. | **Attend orientation.****Share all pre-practicum documents** with SP and PS. **Complete** the Pre-Practicum Self-Assessment and notify/share with PS and SP.  | **Review handbook**, required forms, intermediary improvement plan, etc.**PS connects with TC and SP** with an introductory message. **Discuss tentative dates** for future observations and/or meetings.**Review TC’s self-assessment** and provide feedback.  |
| **3-5**  | **Assist and support SP** with classroom management.**Review/correct** student work**Participate in lesson and curriculum unit** planning with SP regularly.**Begin to take on more responsibility** when working with students in small groups or workshops.**Spend one or two class periods** observing other teachers at your grade level. | **Small group lessons:** with the support of the SP, the TC can begin doing small group lessons using materials provided by SP.  | **Support the TC** in beginning small groups.**Guide the TC** in self-reflection after small group work. |
| **6-9** | **Begin to practice** use of informal and formal assessment strategies for students in the classroom.**Begin to collect data** on student learning and achievement with guidance of SP.**Create data and records** using student progress and academic levels.**Practice developing whole class lessons**, supported by SP’s lesson plans and current class materials.  | **Continue small group lesson work:** designing some elements of the lesson, supported by the SP. **Lesson #1** can be done for a small group or whole group (at the discretion of the SP). **Write a formal lesson plan** and submit it to SP and PS 24-48 hours prior to the lesson.  | **Observation (Gateway Assessment) #1 by SP and PS.** This can be a whole group or a small group lesson.**Provide verbal feedback** to TC directly after lesson and within 24-48 hours and complete the Gateway Assessment Rubric via Qualtrics. Share the feedback with TC. **Mid-Point Check In:** SP and PS should collaborate and assess how the placement is going and what additional experiences the TC may need. Feedback and the check in can be performed at the same time; as to eliminate the need for additional meetings. |
| **10-14**  | **Spend a few class periods observing specialist teachers** such as ESL, Special Education, Math or Reading Specialists.**If possible, attend department meeting**, IEP meeting, and/or school-wide professional development opportunities.**Discuss strategies and practices** for differentiating instruction to reach all learners. | **Plan and teach whole class lesson:** includes formal lesson plan developed by TC shared with supervisors 48 hours before lesson, and self-reflection due 24 hours after lesson.**Prepare for final assessment meeting:** gather and share all evidence (lesson plans, materials, etc.) with SP and PS. | **Lesson Observation #2: PS and SP (if possible)** Provide verbal feedback to student directly after lesson and within 24-48 hrs. Complete the Gateway Assessment survey via Qualtrics. Share the feedback with TC.**Complete and the Final Assessment** and hold Final meeting for the TC; providing evidence for each element and feedback on the dispositional. |