FORMS PACKET
FOR
PRE-PRACTICUM STUDENT

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- Cooperating Teacher Classroom Observation Report
- College Supervisor Classroom Observation Report
EDUCATION 348 – PRE-PRACTICUM

Course Description

The pre-practicum is designed to provide pre-service teachers the opportunity to participate in the PreK-12 classrooms with increasing levels of involvement. Wilson pre-practicum students observe teachers and students, engage in tutoring and one-on-one assistance, and conduct small group and whole group instruction. Pre-practicum students are mentored by the cooperating teacher and supervised by a college faculty member.

Course Objectives

Pre-practicum students should be involved in the full range of classroom activities as soon as possible. During the course of this field experience, students will:

- Review school curriculum and instructional materials.
- Write lesson plans using the Wilson College lesson plan format.
- Teach small and large group lessons using a variety of instructional strategies.
- Assist individuals and small groups with classroom activities and assignments.
- Assess student work and explore the issues related to assessment and evaluation.
- Participate in routine classroom procedures such as taking attendance, distributing and collecting materials, changing bulletin boards, etc.
- Utilize instructional technology (when applicable).

Student Requirements and Assignments

Professionalism: All pre-practicum students are required to be in the field one day per week throughout the semester with following the cooperating teacher’s mandated working hours. Regular attendance and punctuality are expected. If an emergency arises and a student needs to miss a day in the field, both the college supervisor and the cooperating teacher should be contacted in advance. In addition to attendance and punctuality, Wilson students are expected to:

- Follow all rules and regulations required of faculty members at the school.
- Follow the school calendar.
- Comply with the teacher’s daily schedule including arrival and departure times.
- Maintain a professional appearance and demeanor.
- Comply with directives from the cooperating teacher and/or school administration.
- Submit written lesson plans for teacher approval in advance of the teaching day.
- Participate in required teacher duties including supervision of cafeteria, recreational areas and study halls.
- Attend faculty and parent meetings at the discretion of the cooperating teacher.
- Participate in extracurricular activities and field trips, when applicable.

Formal Teaching with Lesson Plans:

- Develop and teach five (5) small group or whole group lessons
  - Three (3) evaluations by the College Supervisor with post-observation conferences
  - Two (2) evaluations by the Cooperating Teacher with post-observation conferences

- Lesson plans should be prepared for each teaching lesson and shared with the Cooperating Teacher prior to the lesson.
- The Wilson College lesson plan format is to be used for all five (5) formal lesson observations.
Self-Reflection Assignment:

- Student must videotape one small group or whole class lesson. Student will need to confirm parental permission requirements from cooperating teacher. Please use the school district’s permission form.

- Student must complete the self-reflection assignment as follows:
  - Carefully view lesson
  - Based on the lesson plan and actual teaching, please evaluate the following three areas by selecting two or three points from each area which are evident as proficient in the lesson and describe why in paragraph format. Also, please select one or two points (from any of the three areas) which need improvement and describe why in paragraph format.

  **Reflection Areas:**
  a) Planning and Preparation
     - Lesson reflects important concepts in the discipline
     - Clear and accurate classroom explanations
     - Accurate answers to student questions
     - Feedback to student that furthers learning
     - Structured Lesson
     - Variety of performance opportunities for students

  b) Classroom Environment
     - Respectful talk and turn taking
     - Physical proximity
     - Encouragement
     - Active Listening
     - High expectations, supported through both verbal and nonverbal behaviors
     - Teacher awareness of student conduct

  c) Instruction
     - Clarity of the purpose of the lesson
     - Clear directions and procedures for lesson activities
     - Student comprehension of content
     - Activities aligned with the goals of the lesson
     - Students actively working
     - Suitable pacing of the lesson with time for closure
     - Teacher circulating to monitor student learning and to offer feedback

- Both lesson video and typed, double-spaced self-reflection must be submitted to and discussed with College Supervisor

**Course Journal:** This journal, maintained throughout the semester, should include the following: (College Supervisor will provide additional elements and/or specific format for the journal)

a. Seating charts, daily/weekly schedule, list of classroom procedures and/or rules
b. Record of meetings attended
c. Daily log of activities
d. Assignments (lesson observations, lesson plans, lesson critique)
e. Reflections on your time in the field including thoughts and feelings on daily experiences
f. An evaluation of the pre-practicum experience
Assessment/Evaluation

1. Students will be assessed formally and informally throughout the semester through observation of content knowledge, written and verbal skills, classroom observations conducted by College Supervisor and Cooperating Teacher, professionalism and collaboration.
2. Students will also be evaluated on lessons plans, classroom observations (see form), self-evaluation, and course journal.
3. The College Supervisor will assign the final grade in consultation with the Cooperating Teacher.
## Wilson College Lesson Plan Format

*Explanations of components are in italics*

### State/PA Core Standards:

| Provide the categories and descriptors for the instructional objectives of the lesson – not reference numbers only. |

### Essential Question:

1. Question represents the big idea of the lesson. Student-friendly language. One question per lesson. Answer to the question represents key learning. May not be yes or no question.

### Student Objectives:

1. **These should be OBSERVABLE things that students will do in the course of the lesson. Example:** The students will create an outline of facts about their famous person from research on the Internet. You cannot OBSERVE mental processes. Tell what the external manifestation should be! Use Bloom’s Taxonomy or Webb’s Depth of Knowledge for verbs.

### Materials Needed (include technology needed):

Include hardware, software, handouts, etc.

### Activating Strategy:

Engage learners with a brief but interesting activity. Connect to prior knowledge. Accelerate learning by building background knowledge of key concepts. For example: Anticipation Guide, KWL, Semantic Mapping, show a video clip, etc.

### Vocabulary:

Preview critical vocabulary.

### Procedures: (Graphic organizers where applicable)

1. This is a step-by-step listing of what you and the students will be doing during the lesson. You may include specifically worded questions to ask or be more general. Make sure that the activities allow students to perform the tasks you listed as objectives above! The number of steps is up to you.

### Differentiated Instruction: (For students of varied abilities--both high and low)

What will you do to enrich instruction for gifted students? What will you do to modify/accommodate instruction for special needs students? Make sure you are utilizing research based meaningful activities that meet the needs of these students.

### Summarizing Strategy:

Answer lesson essential question. Students summarize, not the teacher. Can be verbal, written, or demonstration of skill.

### Student Evaluation:

How will you determine whether students have met your stated objectives? Is there a quiz, a written assignment? Do they have to create a project?

### Lesson Evaluation:

How will you determine whether or not this was a successful lesson? Do you have criteria for deciding whether the students need further work on the objectives? What are they? How will you tell whether this was an effective way to teach this material?

### Contingency Plans for technology “glitches”: (When applicable)

(Revised 2014)
Cooperating Teacher Classroom Observation Report

Name____________________________________ Date/Time___________________________________

School____________________________________ Cooperating Teacher____________________________________

Class Oberved/Subject of Lesson_________________________________________ Grade Level____________________

Rating: 3=Exemplary, 2=Superior, 1=Satisfactory, 0=Unsatisfactory; leave blank if not observed

<table>
<thead>
<tr>
<th>I. PLANNING AND PREPARATION</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated knowledge of content/pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated instruction</td>
<td></td>
<td></td>
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<tr>
<td>Addressed PA Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated resources and technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used clear instructional goals/coherent</td>
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<tr>
<td>Demonstrated appropriate assessment</td>
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<thead>
<tr>
<th>II. THE CLASSROOM ENVIRONMENT</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created environment of respect/rapport</td>
<td></td>
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<tr>
<td>Established a culture for learning</td>
<td></td>
<td></td>
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<tr>
<td>Managed classroom routines/procedures</td>
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<tr>
<td>Managed student behavior effectively</td>
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<td></td>
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<tr>
<td>Established high expectations for all students</td>
<td></td>
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<tr>
<td>Displayed enthusiasm/voice variation</td>
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<thead>
<tr>
<th>III. INSTRUCTION</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicated clearly/accurately</td>
<td></td>
<td></td>
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<tr>
<td>Used questioning/discussion techniques</td>
<td></td>
<td></td>
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<tr>
<td>Engaged students in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided feedback to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paced/Adapted instruction appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected plan to delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complied with school/district/state policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained accurate records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicated with families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributed to the school community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated professional growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed professionalism consistently</td>
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Additional Comments:
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I have received a copy of this report and have been given the opportunity to discuss it with the observer:

______________________________________________________ ______________________________
Signature of Student Date

**Levels of Proficiency:**
- **Exemplary** - The candidate consistently and thoroughly demonstrates indicators of performance.
- **Superior** - The candidate usually and extensively demonstrates indicators of performance.
- **Satisfactory** - The candidate sometimes and adequately demonstrates indicators of performance.
- **Unsatisfactory** - The candidate rarely or never or inappropriately or superficially demonstrates indicators of performance.
## WILSON COLLEGE
### COLLEGE SUPERVISOR CLASSROOM OBSERVATION REPORT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<th>Class Observed/Subject of Lesson</th>
<th>Date/Time</th>
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### PROGRESS OBSERVED

(3=Exemplary, 2=Superior, 1=Satisfactory, 0=Unsatisfactory; Leave blank if not observed)

<table>
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<th>Category I: Planning and Preparation</th>
<th>3  2  1  0</th>
<th>Category III: Instruction</th>
</tr>
</thead>
<tbody>
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<td>Demonstrated knowledge of content/pedagogy</td>
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<th>3  2  1  0</th>
<th>Category IV: Professionalism</th>
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### AREAS OF MASTERY
goals for next observation

### OVERALL COMMENTS

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Signature of Observer

Signature of Student

*Adapted from the PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice*