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# **Pre-Practicum Handbook for Teacher Candidates**

**Including Initial Summary, Observation and Evaluation  
Forms**

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**Graduate School of Education  
Division of Field Placement  
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## Welcome to the Field Placement Office

The Field Placement Office supports all teacher candidates before, during, and after their classroom experience. We know that observing a teacher and students and participating in the classroom will offer our candidates exposure to the curriculum and activities that are part of the daily routines in a classroom. The Teacher Candidate and Supervising Practitioner (classroom teacher) will discuss and plan opportunities for participation that fits well within the context of the classroom and the Teacher Candidate's coursework. This is a flexible expectation, and can include individual small group or whole class participation, depending on the needs, readiness, and comfort level of all involved.

Over the course of the experience, the candidate will be contacted by a Lesley supervisor and visited in the classroom, formally observing the candidate teaching. During the visit, the Lesley supervisor may ask that the candidate prepare a lesson and present it to a small group or the entire class.

The pre-practicum experience that candidates gain prior to their practicum only helps strengthen their future in the classroom and as an effective educator. With the guiding support of an experienced Supervising Practitioner, the candidate will be more than ready for the challenge of teaching.

If you have any additional questions or require further clarification of the Pre-Practicum, please do not hesitate to contact the Office of Field Placement.

### CONTACT INFORMATION

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## Pre-Practicum Overview

During the Pre-Practicum experience, Teacher Candidates are expected to observe and participate as much as possible in the classroom and school community. Candidates should begin to learn about planning and delivering instruction and developing curriculum, based on the Massachusetts Curriculum Frameworks. In addition, Candidates should begin to learn about implementing systems and strategies for classroom management, establishing routines, and collaborating with other staff. The expectation is that by the end of the experience, the Candidate should be prepared and ready to participate in a full-time practicum. As the Department of Secondary and Elementary Education states, “The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum (*Guidelines for Pre-Practicum for Teachers, May 2018*).

The following are some examples of experiences that one might expect to have in the pre-practicum experience.

- Observing students: developmental issues-cognitive levels, learning styles, personality, socialization, etc.
- Observing a variety of teaching techniques and learning about resources
- Observing and practicing assessment practices
- Observing practices which promote multiculturalism
- Observing various grouping practices
- Observing approaches to conflict resolution
- Observing and identifying different teaching styles
- Observing strategies for inclusion of students with special needs
- Observing specialists and other classrooms
- Helping students with assigned work
- Demonstrating concepts using a variety of materials and instructional aids
- Supervising transition times in the classroom
- Conducting a lesson that incorporates use of technology
- Correcting student work and keeping written records of grades, commentaries, and other forms of evaluating student progress; review with supervising practitioner frequently
- Assisting individual students with class assignments, homework and long-term projects
- Helping individuals with study skills
- Assisting small groups with assignments and day-to-day class work
- Planning and delivering lessons, based on Massachusetts Curriculum Frameworks
- Organizing (if possible) various classroom groupings – study groups, project groups, cooperative groups
- Assisting in all aspects of classroom management

## Guidelines and Expectations

### Graduate School of Education

Consistent with Lesley University's mission, it is our aim to ensure that educators are entering the field as well-prepared and effective teachers, able to support student learning and development through "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." These dispositions affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education). Dispositions are recognized as key elements in successful teaching university accrediting bodies such as Council for the Accreditation of Education Preparation (CAEP) and The Interstate Teacher Assessment and Support Consortium (InTASC), and formal school evaluation systems.

Within the Education programs at Lesley University, we firmly believe that these dispositions are connected not only to behaviors observed within the field experience but the attitudes and interactions in the university classroom and in course-related online environments.

All Lesley University Education students are expected to be knowledgeable of the University's expectations concerning teacher dispositions. Appropriate and professional behavior is expected from students at all times when communicating with students and their families/caregivers, peers, teachers, University and School personnel, and others.

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### **Dispositional Expectations for Lesley Classrooms, Online Environments, and Field Based Settings**

Lesley University expects that you will exhibit behaviors that reflect the dispositions outlined in this document:

#### **A. Professional Conduct & Tone**

1. Uses an appropriate tone in written, oral, and online communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.
2. Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.
3. Demonstrates responsibility in the use of technology in both university classroom and K-12 classroom settings and in communications with students, families, and colleagues.
4. Maintains appropriate boundaries when interacting with students, families, colleagues, and others.

#### **B. Caring and Respect**

5. Demonstrates sensitivity to community and cultural norms, and engages in and supports culturally-responsive professional practices for self and colleagues.
6. Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.
7. Demonstrates sensitive, caring, and respectful behavior toward all students and their families.
8. Respects students' and families' privacy and confidentiality of information.

9. Demonstrates enthusiasm for teaching and the discipline(s) taught.
10. Demonstrates interest and engagement with new ideas and developments in the field.
11. Takes initiative in both university classrooms and K-12 classroom settings.

**D. Flexibility**

12. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.
13. Demonstrates ability to receive and integrate constructive feedback into work and teaching practices.

**E. Collaboration**

14. Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.
15. Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.
16. Participates as a collegial and supportive member of the university learning community.

**F. Professional Practices**

17. Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.
18. Demonstrates behavior that supports the safety of all students.
19. Works proactively to create a positive learning experience in University classrooms, online learning environments, and field settings.
20. Engages in self-reflection regarding one's pedagogical practices and gauges impact on student learning and well-being.
21. Projects self-confidence and leadership in assuming the role of the teacher.

**G. Legal/Ethical Conduct**

22. Engages in ethical conduct as defined by professional educational organizations.
23. Maintains privacy and confidentiality of student and family information according to FERPA regulations.

All students are expected to act in accordance with the above Dispositional Guidelines and Expectations and abide by the Lesley University Community Standards of Conduct: <https://lesley.edu/students/policies/behavior-policies>

## Initial Summary Form & Supervising Practitioner Agreement

This document is to confirm that you, the teacher candidate, are proceeding with the Pre-Practicum in the semester of submitted application and that Field Placement Office has the most-up-to-date information on your site placement and supervisor. A copy of this form must be emailed to your Field Placement Administrator as well as your Program Supervisor **by Friday 2/1**. Having a Lesley Program Supervisor visit and observe you is a required part of this experience. Without Program Supervision from Lesley, this experience will not be counted as an official Pre-Practicum Experience.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Email:** \_\_\_\_\_ **Student Phone** \_\_\_\_\_

**Placement Site:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Principal Name:** \_\_\_\_\_ **Principal email:** \_\_\_\_\_

**SP Name:** \_\_\_\_\_ **SP email:** \_\_\_\_\_

**Anticipated schedule of visit:** \_\_\_\_\_

**Anticipated dates of Teacher Candidate lessons:** \_\_\_\_\_

**Day/time of weekly Feedback conference:** \_\_\_\_\_

The Supervising Practitioner (SP) understands the nature of the responsibilities for this experience and is committed to working with the Teacher Candidate (TC) for the 14-week semester. Please be aware that the TC is required to plan and perform two lessons towards the end of this experience and agree to provide the TC with opportunities to engage with students and practice skills before the anticipated dates of the lessons. The SP understands that he/she is responsible for observing one of the lessons and for filling out three “assessments” (1. Pre-Practicum Observation Form, 2. Pre-Practicum Summary and Log, 3. Final Evaluation), and that occasional conversations and collaboration with the Lesley Program Supervisor may be necessary to do so. The three assessments should be shared with the TC and copies of each provided to him/her. If at any time the SP has questions or concerns, please reach out to the Field Placement Office for assistance.

\_\_\_\_\_  
Supervising Practitioner’s Signature Date

\_\_\_\_\_  
Teacher Candidate Signature Date

*All forms and documents mentioned in this handbook are available through the Lesley website. See <https://www.lesley.edu/academics/graduate-school-of-education/field-placement> and refer to the appropriate “Information for...” page.*

## Pre-Practicum Evaluation

*To be completed by the Supervising Practitioner*

Supervising Practitioners are asked to complete this evaluation to assess basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below. Please use the rating scale to evaluate the candidate's progress at the end of the pre-practicum, highlighting where you assess the candidate to be in meeting each Standard. This evaluation may be completed online via the following URL: <https://tinyurl.com/PrePracEval>

<b>Semester/Year:</b>	<b>Student Name:</b>
<b>School:</b>	<b>School City:</b>
<b>Supervising Practitioner:</b>	<b>Program Supervisor:</b>
<b>Grade Levels:</b>	<b>Subject Area:</b>
<b>Total Hours:</b>	

Standard: Curriculum, Planning and Assessment Elements: Well Structured Lessons/ Adjustment to Practice	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Demonstrates ability to observe—teacher behavior, student behavior					
Demonstrates ability to apply knowledge from observation to own classroom behavior					
Participates in curriculum planning					
Assists individuals and small groups					
Plans lessons for individuals, small groups, or large groups					
Teaches individuals, small groups or large groups					

**Comments:**



<b>Standard: Communication/ Professional Culture Element: Reflective Practice</b>	<b>1 Needs Improvement</b>	<b>2 Satisfactory</b>	<b>3 Very Satisfactory</b>	<b>4 Excellent</b>	<b>N/A Unable to Observe</b>
Written language skills					
Oral language skills					
Questioning ability					
Ability to give clear directions					

**Comments:**

<b>Standard: Teaching all Students Elements: Meeting Diverse Needs/ Safe Learning Environment</b>	<b>1 Needs Improvement</b>	<b>2 Satisfactory</b>	<b>3 Very Satisfactory</b>	<b>4 Excellent</b>	<b>N/A Unable to Observe</b>
Manages individuals					
Manages small groups					
Manages large groups					
Understands and supports classroom routines					
Has rapport with students					
Understands students' needs, interests, and abilities					
Is sensitive and respectful of students					

**Comments:**

<b>Standard: Professional Culture Element: Reflective Practice/High Expectations</b>	<b>1 Needs Improvement</b>	<b>2 Satisfactory</b>	<b>3 Very Satisfactory</b>	<b>4 Excellent</b>	<b>N/A Unable to Observe</b>
Attendance (includes notifying in case of absence)					
Punctuality					
Conducts herself or himself in a professional manner					
Completes assignments					
Takes initiative in assuming responsibilities					

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Demonstrates comfort with being an authority in the classroom					
Demonstrates satisfaction with his or her role as a teacher					
Demonstrates enthusiasm					

**Comments:**

STANDARD Relationship with Supervising Practitioner (Meets Professional Responsibilities)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Demonstrates ability to support the classroom climate					
Has rapport with the Supervising Practitioner					
Demonstrates the ability to take and follow direction					

**Comments:**

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**Describe briefly the kinds of experiences in which the student was able to participate (instruction-individual, small group, total class; management duties; special events; specific subject area activities, etc.)**

Please comment on the readiness of the student for their full time practicum:

Check One:

- ☐ Highly recommended  
☐ Recommended  
☐ Recommended with reservation  
☐ Not recommended

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Supervising Practitioner Signature

Date

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## Pre-Practicum Observation Form

<b>Student Name:</b>
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Observation #:	Site Name:			
Observed By:				
Focus Elements: (derived from the Professional Standards for Teachers)  <i>Please check off the relevant element(s) observed</i>	<input type="checkbox"/>	Well Structured Lessons	<input type="checkbox"/>	Safe Learning Environment
	<input type="checkbox"/>	Adjustments to Practice	<input type="checkbox"/>	High Expectations
	<input type="checkbox"/>	Meeting Diverse Needs	<input type="checkbox"/>	Reflective Practice
Date of Lesson:			Time (start/end):	
Content Topic/Lesson Objective:				
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>
		<input type="checkbox"/>	One-on-One	<input type="checkbox"/>
				Other

Please see the next page for a description of Elements. Please provide evidence for each element that has been observed. Please note: all elements may not be observed during the pre-practicum.

Element:	Evidence/Feedback
<b>Well Structured Lessons</b>	
<b>Adjustments to Practice</b>	
<b>Meeting Diverse Needs</b>	
<b>Safe Learning Environment</b>	
<b>High Expectations</b>	
<b>Reflective Practice</b>	
<b>Focused Feedback</b>	
Reinforcement Area/Action: (strengths)	
Refinement Area/Action: (areas for improvement)	

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## Overview of Standards and Elements

### Professional Teaching Standards

Standard	Elements	Proficient Descriptor
1: Curriculum, Planning and Assessment	Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
2: Teaching All Students	Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
3: Professional Culture	Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

All forms and documents mentioned in this handbook are available through the Lesley website. See <https://www.lesley.edu/academics/graduate-school-of-education/field-placement> and refer to the appropriate "Information for..." page.

## Pre-Practicum Summary and Log

To be completed by Teacher Candidate

Student Name:

School:

City:

Supervising Practitioner:

Subject and Grade/s:

Date and Total Hours

Observation (Other Classrooms and Specialists)

Grade Levels:

Subject Area:

### Participation

Describe briefly the kinds of experiences in which you were able to participate (instruction-individual, small group, total class; management duties; special events; specific subject area activities, etc.)

\_\_\_\_\_  
Signature of Supervising Practitioner

\_\_\_\_\_  
Signature of Student

Date: \_\_\_\_\_

*All forms and documents mentioned in this handbook are available through the Lesley website <https://www.lesley.edu/academics/graduate-school-of-education/field-placement> and refer to the appropriate "Information for..." page.*

## Early Field Experience Log\*

\*Log is not required for students enrolled in a year-long internship or a Collaborative Internship program.

DATE	HOURS	Brief description of experience

Signature\*:

*Supervising Practitioner*

*Date*

\* A typed signature is valid

All forms and documents mentioned in this handbook are available through the Lesley website <https://www.lesley.edu/academics/graduate-school-of-education/field-placement> and refer to the appropriate "Information for..." page.