### Guidelines for Elementary Pre-Service Field Placements 2017-2018

(All Elementary Student Teachers, Including Noyce Fellows)

PST = Pre-Service Teacher  
SP = Supervising Practitioner  
PS = Program Supervisor

**Time Commitment:**  
Beginning of school year: for the first three weeks of the school year, plan to be there 4 days per week (Mon-Thurs).  
From mid-September through December: PSTs are in their placements 3 days per week (Tues-Thurs).  
From January through mid-May: PSTs are full time in their placements, 5 days per week.  
Spring Semester Vacations: The Elementary STEM MAT program follows the *school vacation calendars*. E.g., you will have February and April vacations and attend classes and your practicum during the Tufts spring break in March.

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<th>Sept</th>
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<td>• Discussion between PSTs and SPs about goals and expectations, PST roles and responsibilities at the school, and the DESE’s Candidate Assessment of Performance (CAP).</td>
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<td>• PSTs observe the SPs’ classes, keeping running notes about what they notice, what they hear, and what questions they have for the SPs.</td>
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<td>• PSTs begin supporting students individually and in small groups where/when possible.</td>
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<td>• SPs and PSTs arrange for regularly scheduled (at least one hour a week) in-person conversations to debrief the PST’s experience: What are they noticing? What questions do they have?</td>
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<td>• PSTs meet with an administrator in order to discuss their role as PSTs in the school. (Where there are multiple PSTs in the same school, this should be arranged as a group meeting.)</td>
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<td>• SPs acclimate the PSTs to the school culture - the people, the place, the beliefs and practices - and introduce the PST (through a letter/in person) to parents.</td>
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| Oct/Nov | • PSTs observe different classrooms and teachers, keeping running notes about what they notice, what they hear, and what questions they have for the SPs.  

• PSTs assume a bigger role assisting the SPs in classes, often working with individual students and small groups, helping distribute materials, taking attendance, etc. The PST should be engaged in classroom activities that help him/her get to know the students.  

• Outside of class, PSTs may assist the SPs in making photocopies, finding curricular resources, brainstorming ideas for lessons, and helping to assess student work.  

• PSTs begin planning and teaching individual lessons in collaboration with SPs/teaching team. SPs and PSTs co-teach *at least* two lessons. (This could include the PST leading a lesson while the SP moves around the room around to check student understanding or add to the discussion). Planning lessons should include the PST familiarizing him/herself with MA Frameworks and Standards documents.  

• PSTs observe an IEP meeting, learning about how IEPs are created and implemented and how IEP meetings are conducted to address the effectiveness and progress of students on IEPs.  

• In consultations with SPs, PSTs learn to communicate with parents about student progress.  

• PSTs become familiar with forms of assessments used to record student learning in their classrooms.  

• The PS meets PST and SP, tours school, and has preliminary meeting with PST and SP to plan supervision schedule. The PS also observes the PSTs as they teach a class or work with small groups of students. |
| Dec | • PSTs continue observation work, increasing instructional work with the students, and weekly meetings with the SPs.  

• Discussion between PSTs and SPs about the spring semester - roles and responsibilities, a plan for teaching different topics/subjects, take-over week, etc.  

• PSTs hosts practice partners from ED 101/103 at the school site, introduces the practice partner to the PS and school administration, and shares all that the PST has learned about his/her school during the fall. |

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| Jan/Feb | • PSTs follow the school’s daily schedule and calendar, including school vacations and holidays (which means returning to the school at the beginning of January). PSTs are expected to follow guidelines for teachers in terms of attendance, parent-teacher conferences, exhibitions of student work, and social occasions.  
• SPs and PSTs meet for regularly scheduled (at least one hour a week) in-person conversations to debrief the PST’s experience: What’s working? What needs improvement? Where does the PST need work?  
• PSTs participate in regular staff meetings and exhibitions, parent conferences, and other events.  
• PS continues observations (approx. six total observations over the course of the year), provides oral and written feedback to the PST, and meets with both the SP and the PST on three of those visits to review the CAP together and note the PST’s strengths and areas for growth. |
| Feb/Mar | • PST will complete a take-over week. The precise timing of this week will be determined by the PST, SP, and PS. Guidelines for the take-over week are distributed in during the fall semester to support planning and enacting this requirement. |
| Mar/Apr | • PST continues to take a significant role in teaching, assessment, and support for students in his/her classroom. This is the time to explore and experiment with teaching practice, and to embrace the challenges, uncertainties, and failures knowing they are part of becoming a stronger teacher.  
• PST may consider teaching some lessons without the SP in the room. This is up to the discretion of the PST and SP, where it is determined that solo teaching might be good for PST’s development. This is not a requirement.  
• PS continues observations, wrapping up the 6th observation by the end of April. |
| May | • The PST and SP will negotiate a finishing date and say good bye.  
• The PST facilitates a final meeting where the SP and PS review the CAP, reflect on the year, and sign all required documents. |

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