Guidelines for Middle and High School Field Placements 2018-2019
(for Traditional Student Teachers)

TC = Teacher Candidate
SP = Supervising Practitioner
PS = Program Supervisor

Time Commitment:
Beginning of school through December: TCs spend a minimum of 1 day per week in their placements.
From January through early-May: TCs are full time in their placements, 5 days per week.
Spring Semester Vacations: The 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.

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

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

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

- TCs begin planning and teaching individual lessons in collaboration with SPs/teaching team; SPs and TCs co-teach at least two lessons in October/November. (This could include the TC 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 TC familiarizing him/herself with MA Frameworks and Standards documents.

- TCs 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, TCs learn to communicate with parents about student progress.

- TCs become familiar with forms of assessments used to record student learning in their classrooms.

| Dec        |  • The PS and TC meet to begin to get to know one another and to talk about the CAP cycle, which will begin in January.  
              |  • TCs continue observation work, increasing instructional work with the students, and weekly meetings with the SPs.  
              |  • TCs teach at least two lessons in December. The SPs debrief and provide feedback on the lessons using the CAP framework as a guide in order to prepare the TC for the CAP.  
<pre><code>          |  • Discussion between TCs and SPs about the spring semester - roles and responsibilities, a plan for teaching different topics/subjects, take-over of teaching duties, etc. (From January until the beginning of May, TCs are expected to take over the teaching of two courses; often TCs will co-teach or continue to assist in a third course.) |
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<p>| Jan/Feb    |  • TCs follow the school’s daily schedule and calendar, including school vacations and holidays (which means  |</p>
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<th>Month</th>
<th>Activities</th>
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| Feb-Apr | • TC 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.  
  
  • TC should teach some lessons without the SP in the room. This is up to the discretion of the TC and SP, where it is determined that solo teaching would be good for TC’s development.  
  
  • PS and SP continue observations and completion of the CAP. |
| May | • The TC and SP will negotiate a finishing date and say good bye.  
  
  • The TC facilitates a final meeting where the SP and PS review the CAP, reflect on the year, and finalize all required documents.  
  
  • CAP IMPLEMENTATION: Using the Tufts CAP calendar as a guide, the CAP process begins. PS and SP begin CAP observations, provide the necessary oral and written feedback to the TC, and meet with the TC in three-way meetings to review and complete the CAP and note the TC’s strengths and areas for growth. |

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