

SUMMARY OF THE PRACTICUM: PHASES & EXPECTATIONS

PHASE: INDUCTION - Week 1		
Observation in the school and host classroom		
SITE COORDINATOR (SC)	ASSOCIATE TEACHER (AT)	TEACHER CANDIDATE (TC)
<ul style="list-style-type: none"> • Provide introduction to school and host classroom • Provide opportunity for observation in the host classroom • Negotiate opportunities for observation of other teachers in the school • Create a sign-in process for TCs • Establish communication systems with and between ATs and TCs • Support ATs in providing appropriate opportunities for TCs 	<ul style="list-style-type: none"> • Discuss topics the class will be covering over the following weeks with TC • Provide TC with information about the structure of the classroom and the learners in the class • Provide information and opportunities that will support the TC in completion of Practicum Seminar assignments • Begin to establish a mentor/mentee relationship with TC that will facilitate growth, risk taking, feedback and learning in a safe environment and allow for the development of different ways of working together • Establish a communication system with TC, including dealing with absences, changes, cancellations etc. 	<ul style="list-style-type: none"> • Be aware of all expectations of both CSU and the school • Develop the skills and language of observation and reflection • Become familiar with school procedures and policies e.g. discipline, playground rules, school rules, meeting schedules, planning of excursions, extra-curricular activities, community programs • Observe and shadow the AT • Negotiate teaching topics with Associate Teacher • Complete Practicum Seminar assignments • Prepare a letter of introduction for parents <p>Faculty Supervisor to do introductory drop-in visit</p>
PHASE: FAMILIARIZATION - 2 Days Per Week		
Stage 1: Team teach with AT		
Stage 2: Plan and deliver 1 lesson per day		
Stage 3: Plan and deliver 3-5 lessons over the two days (c. 50%) (Term 1 - within 4 weeks of start of block ; Term 2 – within 4 weeks of start of term)		
SITE COORDINATOR (SC)	ASSOCIATE TEACHER (AT)	TEACHER CANDIDATE (TC)
<ul style="list-style-type: none"> • Maintain regular communication with ATs and TCs • Provide leadership to TCs through meetings, discussions and professional learning opportunities • Provide leadership to ATs, ensuring common understanding of the expectations for TCs • Support ATs in providing appropriate opportunities for TCs • Assist ATs in supporting TCs with respect to course assignments • Alert FS immediately of any issues that may put a TC at risk of failure • Work with AT and FS to implement a Developmental Support Plan, if required • Assist ATs with completion of Mid-Term Status Reports 	<ul style="list-style-type: none"> • Make explicit for TC the links between good classroom practice, teaching and learning methodology, ministry curriculum and school/board requirements • Model good planning, teaching, assessment, and classroom management practices • Provide on-going mentoring to TC through observation, monitoring, feedback, discussion and reflection • Prepare parts of lessons <u>with</u> the TC initially and then whole lessons • Assigns tasks such as preparation of teaching materials • Gradually release responsibility for teaching and preparing lessons to the TC • Negotiate a schedule with TC for submission of lesson plans and provision of feedback, ensuring that a lesson plan prior to teaching any lesson • Provide TC with information and opportunities that support completion of course assignments • Alert SC immediately of any issues that may put a TC at risk of failure • Complete and submit Mid-Term Status Report; share report with TC 	<ul style="list-style-type: none"> • Meet all expectations of both CSU and the school • Articulate how individual lessons fit within broad unit frameworks • With assistance of AT, make connections between curriculum documents, classroom practices and school policies, issues of social justice • Assist AT with preparation of teaching material • Develop an on-going dialogue with AT to gather information and insights for reflective discussions in academic courses • Teach small groups or parts of lessons involving the whole class • Willingly accept constructive criticism and incorporate feedback provided by AT and SC • Complete lesson plans for all lessons taught • Provide written reflections and feedback as required • Demonstrate courtesy and professionalism in behaviour, dress, punctuality, enthusiasm and respect at all times • Notify school and CSU of absences • Seek assistance as needed <p>Faculty Supervisor to visit at least once, and more often as needed</p>

PHASE: CONSOLIDATION – Block

TERM 1 WEEK 1 - 50% load

TERM 1 WEEK 2 - 75% load

TERM 1 WEEK 3 - 100% load

SITE COORDINATOR (SC)	ASSOCIATE TEACHER (AT)	TEACHER CANDIDATE (TC)
<ul style="list-style-type: none"> • Maintain regular communication with ATs and TCs • Ensure ATs have common understanding of the expectations for TCs • Continue to support TCs professional learning • Alert FS immediately of any issues that may put a TC at risk of failure • Work with AT and FS to implement a Developmental Support Plan, if required • Assist ATs with completion of Reports 	<ul style="list-style-type: none"> • Assist TC to prepare for small group and/or team teaching preferably beginning with the TCs current course subjects • Ensure a gradual increase in the amount of preparation and delivery undertaken by the Teacher Candidate as indicated above • Plan in advance with the TC for the general structure of the teaching sessions • Provide feedback on lesson plans prior to actual teaching • Provide regular, detailed feedback on individual lessons both orally and in writing to TC • Complete and submit Week 1 Status Report; share report with TC • Assist TC to plan, deliver and evaluate with the focus on literacy, maths and health & physical education in an integrated manner • Complete and submit final Practicum Evaluation Report; share report with TC 	<ul style="list-style-type: none"> • Recognize the variety of learning styles of students and the need to vary teaching strategies to address the needs of all students • Demonstrate: <ul style="list-style-type: none"> - knowledge of what is being taught and the expected outcomes - skills in how to teach, organization and classroom management - the ability to assess students and evaluate lessons - the ability to teach a series of integrated lessons • Respond to final Practicum Evaluation Report <p>Faculty Supervisor to visit at least once, and more often as needed</p>
TERM 2 WEEK 1 - 50% load TERM 2 WEEK 2 - 75 % load TERM 2 WEEKS 3 & 4 - 100% load		
SITE COORDINATOR (SC)	ASSOCIATE TEACHER (AT)	TEACHER CANDIDATE (TC)
<ul style="list-style-type: none"> • Maintain regular communication with ATs and TCs • Ensure ATs have common understanding of the expectations for TCs • Continue to support TCs professional learning • Alert FS immediately of any issues that may put a TC at risk of failure • Assist ATs with completion of Reports 	<ul style="list-style-type: none"> • Ensure a gradual increase in the amount of preparation and delivery undertaken by TC as indicated • Continue to provide feedback on lesson plans and • Complete and submit Week 1 Status Report; share report with TC • Complete and submit final Practicum Evaluation Report; share report with TC 	<ul style="list-style-type: none"> • Assume increasing responsibility for the planning and delivery of lessons as indicated • Assume all responsibilities as in term 1, following the Term 2 teaching load schedule • Assume all responsibilities as in term 1, with the addition of the delivery of an integrated unit <p>Faculty Supervisor to visit at least once during this period, more often as needed; final report to be written/responded to.</p>