

PRACTICUM 1 EXPECTATIONS

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Engage in & maintain ongoing professional communication with all practicum partners. • Check UM email daily and respond promptly to all practicum partners. • Complete the following documents from the <i>Resources for B.Ed. Students</i> webpage and share them with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Week One Practicum Plan • Arrive at least 30 minutes before the start of the school day and remain at least 15 minutes after to consult with MT(s) and facilitate opportunities for planning and reflection. • Develop and implement strategies for focused formal and informal observations of students, teaching, and learning in various contexts. • Begin to develop caring professional relationships with students. • Begin to develop positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, staff, families, and other education partners. • Observe, document, and discuss classroom routines and practices with practicum partners. • Implement established routines and practices. • Become aware of school policies, procedures, facilities, and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). • Identify and attend at least one weekly extra-curricular activity throughout the block. 	<ul style="list-style-type: none"> • Attend Manitoba Teachers' Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Begin to consider your professional identity as a teacher to help you identify your preconceptions and beliefs about the nature of teaching and learning by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. • Pose critical questions about various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Begin to identify professional strengths and goals with support from practicum partners. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of your professional learning to provide input for the summative evaluation report.
CURRICULUM, TEACHING, LEARNING & ASSESSMENT*	
<ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 25% (a minimum) of a teacher's daily teaching responsibilities during the final 2 weeks. • Observe and discuss a variety of instructional approaches teachers use to enable students to think, problem solve and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Observe students' needs, strengths and interests and consider how these characteristics impact student engagement and the differentiated, inclusive teaching and learning process. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Observe and support ways that the learning environment is designed to promote positive classroom culture and student behaviours** • Observe and support strategies and approaches that promote inclusivity, diversity, equity, and social justice • Engage in and assist with daily routines and assist individual students and small groups of learners with MT assistance and guidance. • Discuss MT's curricular plans for the block and individual and group learning goals. • Collaborate with MT to consider and begin to plan for inclusive, differentiated curricular learning; team teach, and debrief. • Develop daily written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Notice, ask questions, and reflect on MT's assessment practices for, as and of learning and consider assessment practices as part of planning and teaching. • Explore and discuss classroom resources, texts, support materials, and curriculum documents. 	

PRACTICUM EXPECTATIONS OVERVIEW

The B. Ed Program includes a sequence of four mandatory practicum courses. Each course has specific Practicum Expectations organized under three categories:

- School and Community Understandings & Engagements;
- Professional Engagements & Teacher Identity; and
- Curriculum, Teaching, Learning & Assessment.

Although the three categories remain the same across all four courses, the expectations within each category build in depth, breadth, and sophistication from one course to the next to enable Teacher Candidates (TCs) to gradually assume greater teaching responsibilities as they complete the B.Ed. Program. These Practicum Expectations are the criteria used by Practicum Advisors and the Director of Practicum and Partnerships to determine if a TC has successfully completed a practicum course and will receive a grade of Pass or Fail. The Practicum Expectations are the assessment criteria used by Practicum Advisors to write the final summative evaluation for each Teacher Candidate as they complete their practicum course. Practicum Course expectations are presented in two different forms in the Practicum Guide. Practicum expectations are outlined on one page for each of the four courses and are also presented by category across all four courses to illustrate learning growth progression from course to course.

The Practicum Expectations guide TC professional learning during the practicum course beginning in the first week of September, while attending practicum Mondays, and throughout the practicum block. An exact schedule by which a TC takes on various responsibilities is not indicated in the Practicum Expectations. This timeline is determined collaboratively by the TC, MT, and PA based on the Practicum Expectations for the course, the teaching opportunities in the practicum setting, and the TC's prior experience and competence with each aspect of the practicum.

Although TCs will be at different stages in the process of learning to teach, the UM Faculty of Education maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum course are described in the Practicum Expectations. TCs are encouraged to go beyond these minimum expectations if they wish to do so. Practicum Expectations are informed by required practicum resources. TCs plan for teaching, learning, and assessment based on the two practicum course assessment texts and the *Designs for Learning* resource. Further information about these resources and supports and information about practicum courses is found in the *Practicum Guide* found online at: <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Notes for Curriculum, Teaching, Learning, and Assessment Expectations

*Use the *Designs for Learning* resource to support Practicum Expectations for Curriculum, Teaching, Learning, and Assessment.

**Strategies for designing learning environments to promote positive classroom culture and student behaviours include: clear, consistent behaviour and classroom expectations; predictable classroom rules, routines, structures, cues and signals for whole-class attention and transitions; welcoming, engaging, well-organized physical environment; strategies to build caring, positive, respectful relationships; shared responsibilities for being a good citizen in “our” classroom; planning with student engagement and motivation in mind; meaningful, relevant learning activities; positive reinforcement; ongoing teacher feedback; clear and specific learning expectations; differentiated instruction and opportunities for student choice and agency; effective teaching pace; a range of classroom management strategies as recommended by the MT and PA, etc.