

PRACTICUM 1 EXPECTATIONS

While we recognize that Teacher Candidates (TC) will be at different stages in the process of learning to teach and each TC will progress at their own pace, the Faculty maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum are shown below. These expectations are the criteria for the summative evaluation in this course. Each TC must consider these expectations while attending practicum Mondays and revisit them regularly throughout the practicum. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Become familiar with school policies, procedures, facilities, and resources; • Become familiar with classroom, school, and community contexts; • Observe students and classroom routines; • For practicum courses that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with PA; • Begin to develop caring professional relationships with students; • Begin to develop positive professional relationships with school partners including: Cooperating Teacher(s) (CT), Educational Assistants (EA), other TCs, Practicum Advisor (PA), Principal, Vice-Principal (VP), school support staff and families; • Use observations and interactions to facilitate; conversations with, and ask questions of colleagues (i.e., CTs, TCs, Principal, EAs, and PA); and • Attend at least one school activity or event that occurs during practicum (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.). 	<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; • Engage in critical conversations and reflections with others (CTs, other TCs and PAs) to help you identify your preconceptions and beliefs about the nature of teaching and learning; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Share and engage in readings and PD activities with CT and PA; • Engage in self-evaluation to increase awareness of your emerging professional identity; • Participate in conversations and provide input for the summative evaluation report; and • With support from CT and PA, begin to identify professional strengths and goals.
CURRICULUM, TEACHING & LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 25% of a teacher’s daily responsibilities during the final 2 weeks. If you have more than one CT, your <u>total</u> responsibility should be approximately 25% of a teacher’s daily responsibilities. Be actively engaged in all classroom activities for the remaining percentage of your CT’s daily responsibilities. To continue to develop your curriculum, teaching and learning practice, you are expected to:</p> <ul style="list-style-type: none"> • Notice a variety of instructional approaches that teachers use to enable students to think, problem solve and make sense of their world and recognize the philosophical stance related to these approaches; • Visit other classrooms to observe different teaching approaches and different grade levels; • Observe and engage with individuals and small groups of students; • Observe various students’ needs, strengths and interests and consider how these student characteristics impact the teaching and learning process; • Try ideas and approaches introduced in the Faculty with individuals and small groups of students; • Plan and team teach with the CT. Debrief after each lesson; • Discuss observations with others including CT, other TCs and PA; and • With the CT’s assistance and guidance, lead/facilitate daily routines and assist in individual and small group teaching. 	