

PRACTICUM 2 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"> • Make meaningful contributions within the classroom, school and community; • For practicum courses that include the first week of school, complete “<i>Practicum Expectations Checklist</i> and review with PA; • Continue to develop caring professional relationships with students; • Ensure interactions with students are consistent with established classroom routines; • Continue 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; • Discuss with CT and PA the ways the local community and school community influence planning and decision-making within the school and classroom; and • Help to organize or assist with at least one activity (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.) and attend some other activities or events that occur during the practicum. 	<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; • Continue to consider the professional identity of teachers and begin to articulate your own emerging identity; • Continue to engage in critical conversations and reflections with others (CTs, other TCs and PAs) to examine beliefs and practices and articulate your evolving understanding; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Continue to share and engage in readings and PD with CT and PA; • Continue to engage in on-going self-evaluation; • Pose critical questions of yourself and of various teaching theories and practices; • Participate in conversations and provide input for the summative evaluation report; and • With support from CT and PA, identify professional strengths and goals.
CURRICULUM, TEACHING AND LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 40% of a teacher’s daily responsibilities during the final 3 weeks.</p> <p>If you have more than one CT, your <u>total</u> responsibility should be approximately 40% 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"> • Try a variety of instructional approaches that enable children to think, problem solve and make sense of their world and begin to articulate the philosophical stance related to these approaches; • Consider various students’ needs, strengths and interests when working with and planning for student engagements; • Try out ideas and approaches introduced in the Faculty with individuals, small groups and the whole class; • Plan and team teach with CT. Debrief after each lesson; • With the CT’s assistance and guidance, lead/facilitate daily routines and assist in individual and small group teaching; • Work with the CT to plan and teach a series of connected lessons for small groups and/or the whole class; • Share all lesson plans with the CT in advance. Respond to CT feedback before implementing lessons and debrief after each lesson; and • Work with CT to consider, establish, and support assessment practices <i>for, as, and of</i> learning. 	