

**PRACTICUM 3 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"> <li>• Complete <i>Teacher Candidate Profile</i> and <i>Professional Action Plan</i> on the “Practicum Course Information” webpage, share with Practicum Advisor (PA) and Cooperating Teacher (CT);</li> <li>• Become familiar with school policies, procedures, facilities, and resources;</li> <li>• Become familiar with classroom, school &amp; community contexts;</li> <li>• For practicum blocks that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with FA;</li> <li>• Continue to develop caring professional relationships with students;</li> <li>• Develop positive professional relationships with school partners including CT(s), Educational Assistants (EA), other TCs, PA, Principal, Vice-Principal (VP), school support staff and families;</li> <li>• Use observations of students and classroom routines as well as previous practicum experience to facilitate conversations with, and ask questions of colleagues (i.e., CT, other TCs, Principal, EAs, PA, etc.); and</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) professional development (PD) day, if practicum occurs in fall term;</li> <li>• Attend other PD events offered by the school/division during the practicum;</li> <li>• Articulate current understandings of the professional identity of teachers and describe your own emerging identity;</li> <li>• 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;</li> <li>• Participate in at least one peer observation (if another TC is in your school). Debrief with PA;</li> <li>• Continue to share and engage in readings and PD with CT and PA;</li> <li>• Continue to engage in on-going self-evaluation;</li> <li>• Pose critical questions of your own beliefs and practices in relation to various teaching theories;</li> <li>• Participate in conversations and provide input for the summative evaluation report; and</li> <li>• With support from CT and PA, identify professional strengths &amp; goals.</li> </ul>

**CURRICULUM, TEACHING & LEARNING**

**From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 50% of a teacher’s daily responsibilities during the final 3 weeks.** If you have more than one CT, your total responsibility should be approximately 50% 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:

- Engage in and assist with daily routines of the classroom;
- Discuss CT’s curricular plans and participate in planning and teaching for the block;
- Develop a repertoire of instructional approaches that enable students to think, problem solve and make sense of their world. Recognize the philosophical stance related to the various approaches;
- Collaborate with CT to plan and implement a connected series of lessons that draw on curricular knowledge and knowledge of students’ interests, strengths and needs;
- Share all lesson plans with CT in advance. Respond to CT feedback before implementing lessons and debrief after;
- Try out ideas and approaches introduced in the Faculty with individuals, small groups, and the whole class;
- Visit other classrooms to observe different teaching approaches and grade levels;
- Develop and/or collect various resources, texts, curriculum guides and support materials;
- Consider the diversity of students, begin to develop lessons and strategies for meaningful inclusivity of all students; and
- Work with CT to consider, establish and support assessment practices *for, as and of* learning.