

PRACTICUM 4 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 that reflect the policies, priorities, and school context; • For practicum blocks that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with your PA; • Continue to develop caring professional relationships with students; • Continue to develop professional working relationships with school partners including the 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; • Articulate current understandings of the professional identity of teachers and describe your own emerging identity; • Initiate 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 your own beliefs and practices in relation to various teaching theories; • Participate in conversations and provide input for the summative evaluation report; and • Identify and clearly articulate your 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 75% of a teacher’s daily responsibilities during the final 3 weeks. If you have more than one CT, your <u>total</u> responsibility should be approximately 75% 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"> • Collaborate with CT regarding curricular plans and participate in planning and teaching for the block; • Assume responsibility for daily routines of the classroom; • Assume responsibility for planning, implementing, and assessing a connected series of meaningful lessons, drawing on curricular knowledge and knowledge of students interests, strengths, and needs; • Continue to try new instructional approaches that will enable children to think, problem solve, and make sense of their world; • Begin to articulate the philosophical stance related to these various instructional approaches; • Develop lessons and strategies that allow for meaningful inclusivity of all students; • Continue to develop and/or collect various resources, texts, curriculum guides and support materials; and • Implement assessment practices <i>for, as, and of</i> learning in a coherent manner throughout the practicum. 	