

## PRACTICUM WEEK ONE CHECKLIST

The purpose of this checklist is to help you get oriented to, and gather critical information about your school. You are expected to gather information or documents about each item on the list. These must be kept in your practicum binder. Your practicum binder will also include your learning plans, weekly schedules, and practicum learning logs. Prepare the documents listed below along with this checklist to be shared with your Practicum Advisor during the first week of the practicum block.

### SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS

<b>Collect and read:</b>		<b>Know:</b>
<input type="checkbox"/>	School, parent and/or student handbooks	<input type="checkbox"/> Who do you contact if you are sick and cannot come in?
<input type="checkbox"/>	Staff list	<input type="checkbox"/> Where should you park?
<input type="checkbox"/>	September newsletter and September calendar	<input type="checkbox"/> How do you access the photocopier and computers?
<input type="checkbox"/>	Community newspaper	<input type="checkbox"/> Where do you put your coat, lunch and valuables?
<input type="checkbox"/>	Staff meeting schedule	<input type="checkbox"/> What is the school schedule (start and end times, lunch, recess, etc.)
<input type="checkbox"/>	School policies on emergency procedures (fire drills, evacuations, lock downs), allergies, dress code, field trip protocols, internet use, etc.	<input type="checkbox"/> Who are the other Teacher Candidates (including those from other universities)?
<b>Create:</b>		<b>Meet:</b>
<input type="checkbox"/>	A map of the school, labelling the use of all spaces (e.g. library, gym, etc.)	<input type="checkbox"/> Your Mentor Teacher, classroom Educational Assistants (EAs) and school principal and vice-principal(s). Record their names (with correct spellings!)
<input type="checkbox"/>	A map of the community surrounding the school, labelling various spaces (e.g. apartments, community centres, parks, convenience stores, etc.)	<input type="checkbox"/> The office administration staff, custodians, community outreach workers, etc.
<input type="checkbox"/>	Complete TC Profile form, submit to PA, MT, and school administration	<input type="checkbox"/> The resource teacher(s), learning support teacher(s), guidance counsellor(s), etc.
<input type="checkbox"/>	Complete Professional Action and Learning Plan, submit to PA and MT	

## PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY

<b>Find:</b>	
<input type="checkbox"/>	The Manitoba Teachers' Society (MTS) website and register as a student member (no charge)
<input type="checkbox"/>	The Special Area Group of Educators (SAGE) registration guide (on the MTS website) and register for a SAGE session held in October. (see calendar - no faculty classes that day)
<input type="checkbox"/>	Other events and professional development opportunities are offered by the school/division
<b>Decide:</b>	
<input type="checkbox"/>	Where and how you will record your observations, experiences, and reflections from practicum. I.e. written journal, e-journal, etc. Your Practicum Advisor may want to see these and you may need to refer to these in your faculty courses.
<b>Review:</b>	
<input type="checkbox"/>	The Practicum Guide (online), especially the <i>Roles and Responsibilities</i> , <i>Practicum Expectations</i> and <i>Evaluation Procedures</i> . <b>NOTE:</b> it is the TC's responsibility to be familiar with <u>all</u> Practicum Guide documents.
<input type="checkbox"/>	Designs for Learning (online), using the first nine pages to inform and guide your classroom observations.

## CURRICULUM, TEACHING AND LEARNING

<b>Become familiar with:</b>		<b>Ask the Mentor Teacher(s) about:</b>	
<input type="checkbox"/>	Students' names	<input type="checkbox"/>	How they are establishing the classroom community
<input type="checkbox"/>	Classroom routines (e.g., student arrival routines, washroom procedures, attendance)	<input type="checkbox"/>	What a new teacher should know about working with this particular age group
<input type="checkbox"/>	Specific classroom safety considerations regarding students, equipment, parents/guardians	<b>Create:</b>	
<input type="checkbox"/>	Classroom emergency procedures	<input type="checkbox"/>	A diagram of the classroom
<input type="checkbox"/>	Technology available in classroom	<b>Collect:</b>	
<input type="checkbox"/>	Materials, manipulatives, and resources available in the classroom	<input type="checkbox"/>	Class/teacher schedule
<input type="checkbox"/>	Expectations for the week and Mondays	<input type="checkbox"/>	Class list