

PRACTICUM 4 EXPECTATIONS

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> Engage in & maintain ongoing professional communication with all practicum partners. Check UM email daily and respond promptly to all practicum partners. Complete the following documents from the <i>Resources for B.Ed. Students</i> webpage and share them with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> Teacher Candidate Profile Plan Professional Action Plan Week One Practicum Plan Arrive at least 30 minutes before the start of the school day and remain at least 15 minutes after to consult with MT(s) and facilitate opportunities for planning and reflection. Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, critical conversations, and formative/ summative assessment. Continue to develop and deepen caring professional relationships with students. Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, staff, families, and other education partners. Analyze own and others' classroom practices, routines, and their purposes. Engage in critical reflection and forward thinking with practicum partners. Plan and implement established and own routines and practices in negotiation with MT. Understand and implement school and division policies and procedures. Utilize facilities and resources. Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Lead or co-lead at least one weekly extra-curricular activity throughout the block. 	<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 deepen, broaden, and articulate understandings of teacher professional identities and how they continue to change and grow throughout a career by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, exploring professional organizations, etc. Pose critical questions of beliefs practices, and ongoing and future needs in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). Identify and clearly articulate professional strengths, goals, and ongoing and future plans for realizing and continuing to develop goals. Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversation. Share weekly with the Practicum Advisor. Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report.
CURRICULUM, TEACHING, LEARNING & ASSESSMENT	
<ul style="list-style-type: none"> From the start of the practicum including Practicum Mondays, gradually increase your responsibilities until TCs assume approximately 75% (a minimum) of a teacher's daily teaching responsibilities during the final 3 weeks. Continue to develop new instructional approaches to enable children to think, problem solve, and make sense of their world. Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. Implement and develop a repertoire of strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. Implement and develop a variety of ways to promote positive classroom culture and student behaviours** Implement and develop a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice. Assume responsibility for daily classroom routines, transitions, organization, supervision, and teaching. Collaborate with MT to identify short- and long-term curricular and individual and group learning goals for the block. Assume responsibility throughout the block for planning, implementing, and assessing inclusive, differentiated learning plans to support identified curricular goals and student needs. Develop daily written learning plans, share in advance with MT and use feedback to reflect on and revise planning. Design and implement meaningful, coherent, and appropriate assessment practices for, as and of learning as part of planning and teaching throughout the block. Gather and develop various resources, texts, support materials, and curriculum documents for the block and future uses. 	

PRACTICUM EXPECTATIONS OVERVIEW

The B. Ed Program includes a sequence of four mandatory practicum courses. Each course has specific Practicum Expectations organized under three categories:

- School and Community Understandings & Engagements;
- Professional Engagements & Teacher Identity; and
- Curriculum, Teaching, Learning & Assessment.

Although the three categories remain the same across all four courses, the expectations within each category build in depth, breadth, and sophistication from one course to the next to enable Teacher Candidates (TCs) to gradually assume greater teaching responsibilities as they complete the B.Ed. Program. These Practicum Expectations are the criteria used by Practicum Advisors and the Director of Practicum and Partnerships to determine if a TC has successfully completed a practicum course and will receive a grade of Pass or Fail. The Practicum Expectations are the assessment criteria used by Practicum Advisors to write the final summative evaluation for each Teacher Candidate as they complete their practicum course. Practicum Course expectations are presented in two different forms in the Practicum Guide. Practicum expectations are outlined on one page for each of the four courses and are also presented by category across all four courses to illustrate learning growth progression from course to course.

The Practicum Expectations guide TC professional learning during the practicum course beginning in the first week of September, while attending practicum Mondays, and throughout the practicum block. An exact schedule by which a TC takes on various responsibilities is not indicated in the Practicum Expectations. This timeline is determined collaboratively by the TC, MT, and PA based on the Practicum Expectations for the course, the teaching opportunities in the practicum setting, and the TC's prior experience and competence with each aspect of the practicum.

Although TCs will be at different stages in the process of learning to teach, the UM Faculty of Education maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum course are described in the Practicum Expectations. TCs are encouraged to go beyond these minimum expectations if they wish to do so. Practicum Expectations are informed by required practicum resources. TCs plan for teaching, learning, and assessment based on the two practicum course assessment texts and the *Designs for Learning* resource. Further information about these resources and supports and information about practicum courses is found in the *Practicum Guide* found online at: <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Notes for Curriculum, Teaching, Learning, and Assessment Expectations

*Use the *Designs for Learning* resource to support Practicum Expectations for Curriculum, Teaching, Learning, and Assessment.

**Strategies for designing learning environments to promote positive classroom culture and student behaviours include: clear, consistent behaviour and classroom expectations; predictable classroom rules, routines, structures, cues and signals for whole-class attention and transitions; welcoming, engaging, well-organized physical environment; strategies to build caring, positive, respectful relationships; shared responsibilities for being a good citizen in “our” classroom; planning with student engagement and motivation in mind; meaningful, relevant learning activities; positive reinforcement; ongoing teacher feedback; clear and specific learning expectations; differentiated instruction and opportunities for student choice and agency; effective teaching pace; a range of classroom management strategies as recommended by the MT and PA, etc.