

OVERALL EXPECTATIONS OF TEACHER CANDIDATES EDUC 4855 PRACTICUM II

FALL PRACTICUM BLOCK

<p>WEEK 1</p> <p>October 11-15 <i>(Thanksgiving, Oct. 11)</i></p>	<p>Tues-Wed: Active Observation Thurs-Fri: 1-2 lessons each day</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Strengthen rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Accept assigned responsibility for classroom routines and duties • Plan and implement 1-2 lessons on Thursday and on Friday • Consider the diverse needs of learners • Share responsibility for classroom management • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
<p>WEEK 2</p> <p>October 18-22</p>	<p>Monday-Friday: 50% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Strengthen rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of the associate teacher’s teaching schedule • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Begin to develop and practice grade appropriate classroom management strategies • Begin to develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) <p>**Fall interim report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, October 22, 2021**</p>
<p>WEEKS 3 & 4</p> <p>Oct. 25-Nov. 5</p>	<p>Monday-Friday: 50% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of the associate teacher’s teaching schedule • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook

	<ul style="list-style-type: none"> • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
<p>WEEK 5</p> <p>November 8-12</p>	<p>Monday-Friday: 75% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 75% of the associate teacher’s teaching schedule (teacher candidate may consider transitioning to daybook planning this week, unless otherwise notified by the Practicum Office) • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) <p>**Fall final report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, November 12, 2021**</p>

OVERALL EXPECTATIONS OF TEACHER CANDIDATES EDUC 4855 PRACTICUM II

WINTER PRACTICUM BLOCK

<p>WEEK 1</p> <p>March 21-25</p>	<p>Mon-Tues: Active Observation Wed-Fri: 50% instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Become familiar with classroom resources and organization • Build rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of the associate teacher’s teaching schedule from Wednesday-Friday • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
<p>WEEK 2</p> <p>March 28-April 1</p>	<p>Monday-Friday: 50% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of associate teacher’s teaching schedule • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
<p>WEEK 3</p> <p>April 4-8</p>	<p>Monday-Friday: 75% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take full responsibility for classroom routines and duties • Plan and implement 75% of associate teacher’s teaching schedule (teacher candidates may consider transitioning to daybook planning this week, unless otherwise notified by Practicum Office)

	<ul style="list-style-type: none"> • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate “for, as, of” learning assessment strategies • Practice formative and summative evaluation of learning • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) <p>**Winter interim report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, April 8, 2022**</p>
<p>WEEKS 4, 5 & 6</p> <p>April 11-29 <i>(Good Friday, Apr. 15 & Easter Monday - Apr. 18)</i></p>	<p>Monday-Friday: 100% Instructional Responsibilities</p> <ul style="list-style-type: none"> • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take full responsibility for classroom routines and duties • Plan and implement 100% of associate teacher’s teaching schedule (teacher candidates use daybook planning this week, unless otherwise notified by Practicum Office) • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate “for, as, of” learning assessment strategies • Practice formative and summative evaluation of learning and become familiar with strategies to report learning • Complete detailed written reflections for all lessons taught • Maintain <i>practicum binder</i> as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) <p>**Winter final report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, April 29, 2022**</p>