

Faculty of Education
Field Experience

Explore: Second Practicum Course

01.371

Seven Weeks in the Winter term for After Degree Program and Six Weeks in Spring term for Integrated Program

Two Formal Observations by Mentor Teacher & Three by Faculty Supervisor
50% Teaching Load
Two Unit Plans

Perfect attendance for the full practicum period. All absences for any reason must be made up.

Key Expectations:

- **Develop professional relationships with staff and students.**
 - Your day begins no later than 8:30 AM or 30 minutes before the bell and concludes at 4:00 PM.
 - While you are observing your mentor teacher, you will be actively supporting the room.
 - Avoid using a device while taking notes on classroom routines and procedures. All marking and planning must occur during your mentor teacher's prep period. Reflect with your mentor each day and ensure that you are both seeking and integrating feedback.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Share assessment data with your mentor teacher.
 - Do everything you can to get involved in the school. Ask your mentor and principal(s) if there are any opportunities to volunteer as a teacher leader.
- **Fifty percent teaching load, two unit plans.**
 - Teacher candidates are encouraged to take this practicum course outside of their stream and area of expertise.
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of four to five weeks at a 50% teaching load. Optional additional instructional opportunities or team-teaching as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
 - Use the newest version of the lesson plan and unit plan templates provided by the Field Experience Office. Draft unit plans must be shared with mentor teacher and faculty supervisor by the end of week two. Complete unit plans and lesson plan summaries by the last week of practicum.
- **Two original teacher candidate generated reflections.**
 - Submit to your Faculty Supervisor at the mid-point and in the final week of practicum.
 - Initial Reflection: How have your observations and involvement in the following areas of classroom climate/management, student skill set, and lesson planning impacted and or influenced your thinking about the educator you hope to become?
 - Final Reflection: How have your observations and involvement in the following areas of lesson delivery, assessment and evaluation, student/teacher relationships, and big picture/parting thoughts influenced your thinking about the educator you hope to become? *Must include the word astute three times.*

Evidence of competency with technology is an expected component of all practicum experiences. Should instruction be virtual, Teacher Candidates will be expected to maintain a similar proportion to the classroom workload as suggested by their in person expectations. Collaboration with Faculty Supervisor will be an important discussion point to address any virtual instructional delivery.