**Faculty of Education
Field Experience**

Foundation:
First
Practicum
Course

01.271

*Five Weeks in Fall term for
After Degree
Two Formal Observations by
Mentor Teacher & Faculty
Supervisor
25% Teaching Load*

*Six Weeks in Spring term for
Integrated Program
Two Formal Observations by
Mentor Teacher & Three by
Faculty Supervisor
25% Teaching Load*

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 for the majority of the day, you will be actively supporting the room. Become familiar with the role of the education assistant and understand the importance and function of classroom assistants in the support role for student learning.
    - 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.
    - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
  - 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.

- **Twenty-five percent teaching load, no unit plan.**
  - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of three to four weeks at a 25% teaching load. Optional additional instructional opportunities as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
  - Use the newest version of the lesson plan template provided by the Field Experience Office.

- **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.

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