

Faculty of Education
Field Experience

**Ready:
Fourth
Practicum
Course**

01.475

Seven Weeks in
Certification Year Winter Term
Two Formal Observations by
Mentor Teacher & Three by
Faculty Supervisor
100% Teaching Load
Four 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 at the beginning of your practicum, 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.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Provide assessment data to your mentor teacher, practice writing report card comments, and interacting with families. If at all possible, attend Parent-Teacher Conferences.
 - 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.
- **One hundred percent teaching load, four unit plans.**
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of five weeks at a 100% 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 three. 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.