

FIELD EXPERIENCE 01:371 PLACEMENT DESCRIPTIONS OVERVIEW OF STUDENT TEACHING

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| Prerequisites | <ul style="list-style-type: none"> • 01:271 Field Experience • 69 credit hours |
| Focus | <ul style="list-style-type: none"> • Continuation and extension of skills from 01:271 particularly lesson planning • Unit planning • Differentiated instruction • Cooperative learning • Questioning and discussion strategies • Language arts strategies. |
| Unit Planning | Unit plans should be developed using unit plan template provided. Be sure to complete the reflective questions included with the unit plan template. Plans must include 10 lessons <i>with reflections</i> . Individual lessons should be based on the unit plan. |
| Differentiated Instruction | Plan lessons that address, in each lesson, at least 4 of the different intelligences or learning styles |
| Questioning and Discussion Strategies | <ul style="list-style-type: none"> • Structure whole class discussions, including “Talking Circle” • Use higher level of questioning in addition to the recall questions. Ask questions that require comprehension, analysis, synthesis, evaluation, or application. • Pay attention to “wait time”. |
| Management | <ul style="list-style-type: none"> • Focus attention before teaching • Insist on orderly responses • Achieve high time on task for students • Place lessons appropriately • Use praise and positive reinforcement • Use classroom routines effectively |
| Teaching Time | Plan and teach a minimum of 25 per cent of each week (two lessons daily) throughout the placement. When being evaluated, attach copy of the pertinent page from Manitoba Education Curriculum guide to your lesson plan to demonstrate that you have planned your lesson directly from curriculum guide. |

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| <p>Language Arts Strategies</p> | <ul style="list-style-type: none"> • Use a literature-based reading program. Use strategies that integrate reading and writing. • Apply the 3 A's - activating, acquiring, applying – in each lesson. • Integrate listening, speaking, reading, writing, viewing, and representing in a holistic manner. Have students engage in at least three of these activities in each lesson. Also, consult the current curriculum guides for speaking, viewing, representing activities. • Apply a directed reading format whereby students read to answer specific questions posed beforehand. • Assess for reading comprehension and writing skills. • Apply the writing process in student writing assignments. Engage in both informal (eg. journals) and formal (classroom publishing) writing, with application of proofreading and editing for the latter. • Become familiar with the new curriculum guides and the sections on strategies and practice. |
| <p>Assignments</p> | <ul style="list-style-type: none"> • Plan and teach lessons with attention to strategies outlined above. Use the lesson plan template provided to ensure your lesson meets all requirements. Lessons may be taught to small groups of students or entire classes. At least some of the lessons should be to the whole class. You should be able to demonstrate differentiated instruction, higher order questioning, and cooperative learning. You should also be able to demonstrate a variety of language arts strategies as outlined above, as identified in <u>Success for All Learners</u>, and as described in the curriculum guides. At least one lesson must demonstrate cooperative learning strategies. • Plan and teach one thematic English Language Arts unit. <ul style="list-style-type: none"> ○ Unit must include ten (10) lesson plans <i>with reflections</i>. At least one lesson must include cooperative learning strategies. ○ You must reflect on each lesson according to the questions provided. ○ Your unit plan must include evaluative comments from your cooperating teacher. ○ Lessons observed by PENT supervisors may be included in these 10. The lesson plans must have been taught. • Submit one full week of your daybook to your faculty supervisor. |