

# PRACTICUM SESSION EXPECTATIONS

## EXPECTATIONS FOR DIPLOMA OF TEACHING: YEAR 1 STUDENTS

### YEAR 1 STUDENT TEACHERS

With few exceptions the students enrolled in the first year of the Diploma of Teaching Program are true “beginners” in the sense that they:

- are just out of high school and have limited life experience
- have never planned or executed an instructional activity or lesson in a real classroom setting
- have no repertoire of classroom management skills
- have only a limited idea of what they should be looking for when they observe a classroom in action
- have not developed a sense of teacher identity for themselves
- have little or no knowledge of the learning ranges among children in any one classroom
- are, at least initially, in a “just tell me what to do” mode

### GOALS OF THE YEAR 1 PRACTICUM SESSIONS

The emphasis in Year 1 is on how the classroom functions as a place of teaching and learning. In the course of the first year of the practicum program, student teachers should:

- learn to develop lesson plans for every teaching task
- write lesson plans based on observation of demonstrations by associate teachers (Session 1)
- observe and practise various teaching methods
- observe and practise various classroom management strategies
- observe and maintain established classroom rules and routines
- make observations about teaching and learning
- learn to reflect on and assess their own performance
- practise Christian professionalism
- learn and engage in the non-teaching tasks of a teacher
- use audio-visual and available information technology appropriately under the guidance of the associate teacher

<b>YEAR 1 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Average daily teaching time</b>	Student teachers are expected to teach: \$10-15% of school day by end of first week (30-45 minutes daily) \$15-20% of school day by second week (at least 45 minutes daily)	Student teachers are expected to teach: \$ 20% of school day by middle of first week (60 minutes/day) \$ 25% in second week (75 minutes/day) \$ 30% in third week (90 minutes/day)
<b>Teaching assignments</b>	Student teachers should have opportunity to teach a variety of subjects after having seen them	Student teachers should have opportunity to teach a variety of subjects after having seen them modeled by the AT.

## YEAR 1 PRACTICUM EXPECTATIONS

	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
	<p>modeled by the AT. The following subjects are recommended as starting points:</p> <ul style="list-style-type: none"> <li>\$ Bible History narrations</li> <li>\$ math, spelling, phonics, penmanship, grammar, other clearly-defined LA applications</li> </ul>	<p>Applications should now also include:</p> <ul style="list-style-type: none"> <li>\$ content area subjects (e.g., science)</li> <li>\$ P.E. and/or art lesson(s)</li> </ul>
<b>Lesson plans</b>	<p>Students are expected to write detailed lesson plans for <i>all</i> teaching assignments with the assistance of the AT.</p>	<p>Detailed lesson plans are expected for <i>all</i> teaching assignments. Students may receive assistance from their AT as needed.</p>
<b>Related teaching tasks</b>	<p>Students should conduct a related teaching task at least once or twice a day in addition to their formal teaching assignments. Examples:</p> <ul style="list-style-type: none"> <li>\$ read a story, poem</li> <li>\$ lead the class in singing</li> <li>\$ lead a group game</li> <li>\$ assist AT in marking student work</li> <li>\$ lead the opening or closing exercises</li> <li>\$ administer/mark a math drill/spelling test</li> </ul>	<p>At least 2 tasks per day (see suggestions in Session 1). Additional examples could include:</p> <ul style="list-style-type: none"> <li>\$ conduct a French game/drill</li> <li>\$ teach a new song</li> <li>\$ teach children an outdoor game at recess or as part of a P.E. lesson</li> </ul>
<b>Designing follow-up activities</b>	n/a	<ul style="list-style-type: none"> <li>\$ design a follow-up activity for at least <b>one</b> of the lessons taught in each week (e.g., game, worksheet, discussion, small-group activity)</li> </ul>
<b>Observation Tasks</b>	<p>Students are expected to use the time when they are not teaching or assisting for observation.</p> <ul style="list-style-type: none"> <li>\$ The College assigns detailed observation tasks as required course work.</li> <li>\$ The AT may give ST suggestions for additional observation topics.</li> <li>\$ The ST sets observation goals in conjunction with log book requirements.</li> </ul>	
<b>Teacher-assisting tasks</b>	<p>Examples:</p> <p>Student teachers should assist classroom teachers in a variety of ways. E.g.,</p> <ul style="list-style-type: none"> <li>\$ print/write memory on bb. or chart paper</li> <li>\$ assist in distribution/collection of materials/books</li> <li>\$ assist AT in supervision duties, running extra-curricular events</li> <li>\$ assist AT in setting up audio-visual, art, science, or P.E. equipment/supplies</li> <li>\$ take attendance</li> <li>\$ assist AT in setting up a display or bulletin board</li> <li>\$ duplicate materials</li> <li>\$ assist AT during an art lesson</li> <li>\$ assist AT in helping individual students</li> </ul>	
<b>Non-teaching skills/tasks</b>	<p>Student teachers should be given opportunity as circumstances permit, to:</p> <ul style="list-style-type: none"> <li>\$ practise bb. writing/printing skills</li> <li>\$ learn to operate school duplicating and AV equipment</li> </ul>	

<b>YEAR 1 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
	\$ learn how available information technology is being used to support teaching and learning \$ attend staff activities (e.g., staff/curriculum mtg., PTA evening) at the discretion of local school	
<b>CCRTC assignments</b>	Any special course-related practicum tasks assigned by members of the College faculty will be described in the cover letter sent out by the College as information for associate teachers and principals. Completion of such assignments is the responsibility of the ST.	

### ROLE OF THE ASSOCIATE TEACHER IN YEAR 1 PRACTICUM SESSIONS

Students in their first year require the close involvement and example of their associate teachers in order to meet the goals listed above. Special attention should be given to:

1. deliberate demonstration of *all* aspects of the teaching task.
  - In Session 1 for Year 1, associate teachers are asked to include 3 demonstrations for which student teachers will write lesson plans based on observation.
  - Student teachers should see a demonstration in each subject area that they will be expected to teach.
2. providing guidance in making observations about the children, the teaching task, and the program. The beginning student teacher often does not know what to look for.
3. providing assistance in writing lesson plans using the formats adopted by the College.
  - Session 1 (first semester), students focus on lesson sequence and objectives.
  - Session 2 (second semester), students focus on the link between objectives and lesson sequence, assessment, and teaching methods.
4. providing opportunity for the student teacher to observe and practise basic classroom management strategies:
  - classroom routines
  - supervision skills
  - managing subject transitions
5. providing opportunity for the student teacher to practise self-evaluation. The associate teacher can teach self-evaluation by:
  - modelling it during discussion of his/her own teaching practice.
  - asking questions that encourage it.
6. providing the student teacher with some exposure to school activities beyond the immediate classroom. Student teachers need to see that the teacher's task extends beyond the classroom door and class time.
7. providing supervision, feedback, and support to the student teacher.

8. providing the student teacher with opportunities to observe how available information technology is used to support teaching and learning in the school.

**EXPECTATIONS FOR DIPLOMA OF TEACHING: YEAR 2 STUDENTS**

**YEAR 2 STUDENT TEACHERS**

In almost all cases, the student teacher in his/her second year of the practicum program:

- has completed 5 weeks of practice teaching in Year 1 in most areas of the curriculum
- is able to write lesson plans independently for skills-acquisition subjects such as math and language arts subjects, but can still benefit to a high degree from the assistance of the associate teacher in planning lessons for content subjects
- has had opportunity to learn and practise a variety of classroom management strategies
- is still in the process of developing a sense of teacher identity and presence for him/herself
- is eager to “fly a little” and assume a greater degree of independence

**GOALS OF YEAR 2 OF THE PRACTICUM SESSIONS**

By Year 2 the emphasis of the practicum program includes not only the classroom scene, but also the functioning of the school as a community. The goals listed below reflect greater involvement in school activities and greater independence in lesson planning and execution. In the course of the second year of the practicum program, the student teacher should:

- achieve a high degree of independence in writing lesson plans
- observe and practise various teaching methods
- observe and work with large- and small-group settings for instruction
- learn to plan for and execute a series of lessons in any given subject area
- be able to work with a week plan
- be able to work with a unit plan
- be involved in extracurricular activities
- learn management strategies for less formally-structured teaching tasks
- learn to design a variety of student materials
- achieve greater independence in making observations about teaching and learning, about school programs and policies
- collect useful teaching ideas
- learn to use available information technology to support teaching and learning in appropriate ways
- be exposed to school policies and handbooks

<b>YEAR 2 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>

<b>Minimum average daily teaching time</b>	The ST may be expected to teach: \$25 to 30% of school day by middle of first week (75 to 90 minutes/day) \$35 to 40% of school day by mid-week (1.5 to 2h/day)	The ST may be expected to teach: \$ 40% of school day by end of first week (1.5 to 2h/day) \$ up to 50% of school day by second week (2 to 2.5h/day) \$ at least one full morning or afternoon in both the second and third weeks
<b>Teaching assignments</b>	Student teachers should: \$ teach a variety of subjects after having seen them modeled by the AT \$ have opportunities to teach a series of lessons in particular subject areas (e.g., a series of math lessons) \$ have opportunities to develop a repertoire of both direct and indirect teaching strategies \$ have opportunities to work with both large- and small-group instructional settings	Student teachers should: \$ have opportunities to teach all subject areas after having seen them modeled by the AT \$ have opportunities to teach series of lessons in a variety of subjects \$ have opportunities to expand their repertoire of teaching strategies (both direct and indirect forms of instruction) \$ have opportunities to work with large- and small-group instructional settings in a variety of subject areas
<b>Lesson planning</b>	Student teachers are expected to: \$ write detailed lesson plans for <i>all</i> teaching assignments with assistance from AT as needed	Student teachers are expected to: \$ write detailed plans for all lessons that require a well-thought out teaching sequence. \$ make use of less detailed serial plans for lessons in a series that have similar features
<b>Follow-up activities</b>	During each week of the session, the student teacher is expected to: \$ design at least <b>one</b> follow-up activity him/herself (e.g., journal response, small-group discussion/activity, worksheet, report, presentation, etc.) \$ assess all follow-up activities he/she assigns using appropriate tools (e.g., rubrics, checklists, answer keys, etc.)	Over the course of the session, the student teacher is expected to: \$ design at least 2 follow-up activities him/herself for each week of teaching \$ design a variety of follow-up activities (e.g., reports, projects, small-group discussion/activity, journal/log responses, worksheets, etc.) \$ design appropriate assessment tools where appropriate (e.g., checklist, rubric, quiz, test) \$ assess all follow-up activities he/she assigns using appropriate tools (e.g., answer keys, checklists, rubrics, etc.)
<b>Teacher assisting</b>	Whenever feasible, students teachers should look for and/or request opportunities to assist the classroom teacher in tasks such as: \$ supervision of students during seatwork, recess and lunch times, library, etc. \$ team teaching, marking assistance \$ working with individual students or small groups \$ organizing and/or setting up special events, displays, equipment (e.g., art, P.E.)	
<b>YEAR 2 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1</b>	<b>Session 2</b>

	(2 weeks)	(3 weeks)
<b>Observation tasks</b>	Student teachers are expected to use the time when they are not teaching or assisting for observation. Areas of focus may include making observations about: <ul style="list-style-type: none"> <li>\$ specific teaching methods and student groupings</li> <li>\$ methods of assessment</li> <li>\$ areas specified by College faculty (e.g., students, program, procedures, policies)</li> <li>\$ how a school functions as a learning community (e.g., library, special education, planning school-wide events, staff meetings, etc.)</li> <li>\$ school handbooks (statements of purpose, programs and services, school policies for discipline, dress, assessment, library use, etc.)</li> </ul>	
<b>CCRTC assignments</b>	Any special course-related practicum tasks assigned by members of the College faculty will be described in the cover letter sent out by the College as information for associate teachers and principals. Completion of such assignments is the responsibility of the ST.	

### ROLE OF ASSOCIATE TEACHER IN YEAR 2 PRACTICUM SESSIONS

During the second year of the practicum sessions, the associate teacher is asked to pay attention to:

1. continued and deliberate demonstration of a variety of teaching methods and instructional groupings:
  - direct and indirect forms of instruction
  - large- and small-group instruction
2. providing opportunities for the student teacher to practise a broader range of:
  - teaching methods
  - instructional groupings
3. providing opportunities for the student teacher to develop/refine his/her skills in planning
  - individual lessons
  - a series of lessons in a given subject area
4. providing opportunities for the student teacher to develop long-range planning skills by giving them opportunity to work with:
  - week plans
  - school unit plans
5. providing opportunities for the student teacher to practise self-evaluation skills:
  - during his/her daily conference with the associate teachers
  - during the mid-practicum and end-of-the practicum evaluation sessions
6. providing opportunities for the student teacher to explore:
  - how the school functions in the broader community
  - how the staff functions as a team
  - school policies and handbooks

### EXPECTATIONS FOR DIPLOMA OF TEACHING: YEAR 3 STUDENTS

### YEAR 3 STUDENT TEACHERS

The Year 3 student teacher is approaching the completion of the practicum program. In almost all cases, a Year 3 student:

- has completed 10 weeks of practice teaching during Years 1 and 2
- has developed a sense of teacher identity and presence
- has achieved a high degree of independence in developing lesson plans for single lessons and a series of lessons and is ready to take on unit planning
- has developed skills in a variety of teaching methods and classroom management techniques
- is ready to take an active role in assessing his/her own performance
- is very concerned with being ready to assume the responsibilities that go with a full-time teaching task
- is ready to work in a collaborative relationship with the associate teacher
- is ready to be involved in the full spectrum of planning and decision-making that are part and parcel of the classroom teacher's work

### GOALS FOR THE YEAR 3 PRACTICUM SESSIONS

The goals of the third year broaden the student teacher's experience beyond the classroom and school to include the school community. In the course of the third year of the practicum program, the Year 3 student teacher should:

- learn to plan instruction by the week as well as by the day.
- work with available unit and year plans
- plan and teach one or more local school units of study
- be involved in student evaluation (designing tests, examining report cards)
- practise Christian professionalism
- achieve a high degree of independence in managing a classroom
- assume full responsibility for teaching, planning, assessment, supervision, and related teacher duties for at least one week during the final induction session
- be involved in a variety of extracurricular activities (e.g., staff meetings, PTA evenings, local professional development days, field trips)
- expand his/her repertoire of teaching and classroom management strategies
- learn to use available information technology in ways that support teaching and learning
- make observations about the teacher's interactions with parents, colleagues, board members, and the broader school community
- take an active role in assessing his/her performance

<b>YEAR 3 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Minimum average daily</b>	Student teachers are expected to teach: \$50% of school day (2.5 h.) by middle of first week	Student teachers are expected to teach: \$ 50% of school day (2.5h.) by mid-Week 1 \$ an average of 60 to 75% (3 to 3.5 h) of

<b>teaching time</b>	<ul style="list-style-type: none"> <li>\$ an average of 60 to 75% (3 to 3.5 h) of school day for remainder of session</li> <li>\$ at least one full morning or afternoon in Week 1</li> <li>\$ at least one full day in Week 2</li> </ul>	<ul style="list-style-type: none"> <li>school day for remainder of session</li> <li>\$ at least one full morning or afternoon in Week 1</li> <li>\$ at least one full day in both Week 2 and Week 3</li> </ul>
<b>Teaching assignments</b>	<ul style="list-style-type: none"> <li>Student teachers may be expected:</li> <li>\$ to teach a series of lessons in as many subject areas as feasible</li> <li>\$ to make use of opportunities to expand his/her repertoire of teaching methods and instructional groupings</li> <li>\$ to assume responsibility for assessment of student learning in all subjects taught</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers may be expected:</li> <li>\$ to teach all available subject areas including an existing local school unit of study</li> <li>\$ to make use of opportunities to expand his/her repertoire of teaching methods and instructional groupings</li> <li>\$ to assume responsibility for assessment of student learning in all subjects taught</li> </ul>
<b>Lesson Planning</b>	<ul style="list-style-type: none"> <li>Student teachers are expected to:</li> <li>\$ write detailed plans for all lessons that require a well-thought out teaching sequence.</li> <li>\$ make use of less detailed serial plans for lessons in a series that have similar features (e.g., a series of Bible History lessons with similar lesson sequence, theme, objectives)</li> <li>\$ work from week plans to write plans for individual lessons</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers are expected to:</li> <li>\$ use a combination of detailed and serial lesson plan formats according to the demands of the teaching task</li> <li>\$ work with the AT's week plan to plan individual lessons during the first week</li> <li>\$ participate in making week plans for Weeks 2 and 3 and using them to plan individual lessons</li> <li>\$ work with year and unit plans to make week plans and to plan individual lessons</li> </ul>
<b>Designing follow-up activities and assessment tools</b>	<ul style="list-style-type: none"> <li>Student teachers are expected to:</li> <li>\$ make use of available follow-up activities and/or assessment tools where appropriate</li> <li>\$ design appropriate follow-up activities of their own at least 3 times per week (e.g., journal entries, discussion, debate, worksheet, game, project, report, presentation, etc.)</li> <li>\$ design appropriate assessment tools of their own (e.g., quiz, journal prompts, test, checklist, rubric)</li> </ul>	
<b>Observation tasks</b>	<ul style="list-style-type: none"> <li>Student teachers are expected to use the time when they are not teaching or assisting the AT for classroom observation. Areas of focus should include observation of:</li> <li>\$ lesson demonstrations, students, teaching strategies, school policies</li> <li>\$ topics related to College course work, interests of ST</li> </ul>	
<b>Related tasks</b>	<ul style="list-style-type: none"> <li>Student teachers are expected to show a high degree of initiative in:</li> <li>\$ duplication, collection, distribution of learning materials</li> <li>\$ assessment of student learning</li> <li>\$ supervision of students in a variety of settings</li> <li>\$ setting up AV, PE equipment and/or art supplies monitoring student use of same</li> <li>\$ use of available information technology to support teaching and learning</li> </ul>	
<b>CCRTC assignments</b>	<ul style="list-style-type: none"> <li>CCRTC letter will inform AT of College-initiated assignments, but they remain the responsibility of the ST.</li> </ul>	
<b>YEAR 3 PRACTICUM EXPECTATIONS</b>		
	<b>Session 3</b>	<b>Session 4</b>

	<b>(3 weeks)</b>	<b>(4-week Induction)</b>
<b>Minimum average daily teaching time</b>	The ST is expected to teach: \$ 50% of day by middle of Week 1 \$ average of 75 to 80% of school day throughout remainder of session \$ at least one full day (Week 1) \$ at least 2 full days (Week 2) \$ at least 3 full days (Week 3)	The ST is expected to teach: \$ 50% of school day by mid-week (Week 1) \$ average of 75 to 80% of school day and including one or more full days (Week 2) <b>\$ teach 100% for a full week without presence of AT in classroom (Week 3)</b> \$ average of 75% of school day (Week 4)
<b>Teaching assignments</b>	ST may be expected: \$ to teach all available subject areas including existing local school units of study \$ to make use of opportunities to expand his/her repertoire of teaching methods and instructional groupings \$ to assume responsibility for assessment of student learning including the design/use of assessment tools	The ST may be expected: \$ to teach all subject areas taught by the associate teacher including subject exchanges with other teachers \$ to make appropriate use of a variety of teaching methods and instructional groupings \$ to assume responsibility for assessment of student learning including the design/use of assessment tools
<b>Lesson Planning</b>	Student teachers are expected to: \$ use a combination of detailed and serial lesson plans \$ work with year and unit plans to make week plans and plan individual lessons \$ plan an entire unit	The ST is expected to: \$ make week plans for Weeks 2 to 4 \$ use a combination of detailed and serial lesson plan formats \$ work with year and unit plans \$ plan entire units
<b>Observation/ Reflection tasks</b>	Student teachers are expected to use the time when they are not teaching or assisting the AT for classroom observation. Areas of focus should include observation of: \$ lesson demonstrations, students, teaching strategies, school policies \$ topics selected by the ST	Student teachers are expected to write a detailed self-assessment for the teaching period during which they assume full responsibility for the classroom. Guidelines provided by the College are intended to help the ST focus on: \$ specific teaching/student learning experiences \$ experiences that contribute to growth as a teacher-to-be
<b>Design of follow-up activities and assessment tools</b>	Student teachers are expected to: \$ use a combination of available follow-up activities and ones they design themselves (e.g., discussion, journal prompt, worksheet, project, report, etc.) \$ use a combination of available assessment tools and ones they design themselves (e.g., quiz, journal prompt, checklist, rubric, test, performance task)	The ST assumes full responsibility for: \$ all follow-up activities \$ all assessment of student learning
<b>Related tasks</b>	Student teachers are expected to show a high degree of independence and involvement in: \$ supervision \$ extracurricular events, meetings \$ assessment	During Week 3 the ST is responsible for all tasks normally assumed by the AT including: \$ supervision of students and use of resources \$ attendance at meetings \$ participation in extra curricular activities \$ marking and assessment

### ROLE OF ASSOCIATE TEACHER IN YEAR 3 PRACTICUM SESSIONS

In the final year of the practicum sessions, the associate teacher provides opportunities that approximate the experiences of the full-time classroom teacher by focusing on:

1. monitoring the student teacher's lesson planning skills
2. guidance in short-term and long-term planning by providing opportunities to:
  - work with and make week plans
  - work with unit plans
  - work with year plans
  - work with MOET guidelines
3. allowing the student teacher to assume a collaborative role in evaluating his/her performance:
  - increasingly from session to session
  - significantly during the induction session
4. providing opportunities for the student teacher to learn and practise assessment strategies for:
  - marking/evaluating student learning using appropriate tools
  - designing performance tasks, tests, rubrics, quizzes, checklists
  - record-keeping
  - determining report card grades
  - reporting to parents
5. providing opportunities for the student teacher to expand his/her repertoire of teaching methods and instructional groupings:
  - direct and indirect methods
  - large- and small-group instructional groupings
  - linking choice of a teaching method/grouping to lesson/unit objectives
6. providing opportunities for the student teacher to explore:
  - how the staff functions as a team
  - how the staff engages in professional development
  - how the school functions in the broader community
  - school policies and handbooks
  - how information technology can support teaching and learning
7. providing opportunity during the induction session for the student teacher to "fly solo" by absenting him/herself from the classroom for at least one full week during which:
  - the student teacher is responsible for all duties normally assumed by the AT including: planning, teaching, assessment, discipline, classroom management, supervision, and attendance at meetings
  - the principal or his/her designate is involved in the supervision and assessment of the ST
  - the principal or his/her designate assumes legal responsibility for the students in the classroom should the associate teacher be absent from the building

## EXPECTATIONS FOR DIPLOMA OF EDUCATION STUDENTS

### DIPLOMA OF EDUCATION STUDENT TEACHERS

Generally, the student teacher who has enrolled in the Diploma of Education program:

- has completed a university program and holds a degree in one or more areas of study
- has a knowledge base and life experience beyond the secondary level
- has considerable presentation experience and is relatively comfortable in front of a group
- has never planned or executed an instructional activity or lesson in a real classroom situation
- has no repertoire of classroom management skills or teaching methods
- has limited knowledge of the range of learning abilities within any one classroom

### GOALS OF THE DIPLOMA OF EDUCATION PRACTICUM SESSIONS

The Diploma of Education student teacher should:

- learn to plan individual and series of lessons in a wide variety of subjects
- learn to plan instruction by the day and the week
- learn to use a variety of classroom management strategies appropriately.
- learn to use a variety of teaching methods appropriately
- be exposed to unit and year planning
- be involved in student evaluation
- achieve a high degree of independence in managing a classroom
- be involved in a variety of extracurricular activities
- make observations about teaching and learning methods, instructional groupings, school policies and programs
- work with large- and small-group settings for instruction
- learn to design a variety of student materials
- collect useful teaching ideas
- practise Christian professionalism
- use available information technology appropriately to support teaching and learning
- assume full responsibility for teaching, planning, assessment, supervision, and related teacher duties for at least one week during the final induction session
- take an increasingly active role in assessing his/her performance

<b>DIPLOMA OF EDUCATION PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Minimum average daily</b>	\$ 15 to 20% (45 to 60 minutes) of school day by middle of Week 1 \$ 20 to 30% (1 to 1.5h) of school day in	\$ 30 to 40% (1.5 to 2h) of school day in Week 1 \$ 40 to 50% (2 to 2.5h) of school day



<b>average daily teaching time</b>	<ul style="list-style-type: none"> <li>\$ 50% of day by middle of Week 1</li> <li>\$ average of 75 to 80% of school day throughout remainder of session</li> <li>\$ at least one full day (Week 1)</li> <li>\$ at least 2 full days (Week 2)</li> <li>\$ at least 3 full days (Week 3)</li> </ul>	<ul style="list-style-type: none"> <li>\$ 50% of school day by mid-week (Week 1)</li> <li>\$ average of 75 to 80% of school day and including one or more full days (Week 2)</li> <li><b>\$ teach 100% for a full week without presence of AT in classroom (Week 3)</b></li> <li>\$ average of 75% of school day (Week 4)</li> </ul>
<b>Teaching assignments</b>	<p>ST may be expected:</p> <ul style="list-style-type: none"> <li>\$ to teach all available subject areas including existing local school units of study</li> <li>\$ to make use of opportunities to expand his/her repertoire of teaching methods and instructional groupings</li> <li>\$ to assume responsibility for assessment of student</li> </ul>	<p>The ST may be expected:</p> <ul style="list-style-type: none"> <li>\$ to teach all subject areas taught by the associate teacher including subject exchanges with other teachers</li> <li>\$ to make appropriate use of a variety of teaching methods and instructional groupings</li> <li>\$ to assume responsibility for assessment of student learning including the design/use of assessment tools</li> </ul>
<b>Lesson Planning</b>	<p>Student teachers are expected to:</p> <ul style="list-style-type: none"> <li>\$ use a combination of detailed and serial lesson plans</li> <li>\$ work with year and unit plans to make week plans and plan individual lessons</li> <li>\$ plan an entire unit</li> </ul>	<p>The ST is expected to:</p> <ul style="list-style-type: none"> <li>\$ make week plans for Weeks 2 to 4</li> <li>\$ use a combination of detailed and serial lesson plan formats</li> <li>\$ work with year and unit plans</li> <li>\$ plan entire units</li> </ul>
<b>Observation/ Reflection tasks</b>	<p>Student teachers are expected to use the time when they are not teaching or assisting the AT for classroom observation. Areas of focus should include observation of:</p> <ul style="list-style-type: none"> <li>\$ lesson demonstrations, students, teaching strategies, school policies</li> <li>\$ topics related to College course work, interests of ST</li> </ul>	<p>The ST is expected to write a detailed reflection/self-assessment for the period of time during which he/she assumes full responsibility for the classroom. Guidelines provided by the College are intended to help the ST focus on:</p> <ul style="list-style-type: none"> <li>\$ specific teaching/student learning experiences</li> <li>\$ experiences that contributed to your growth as a teacher-to-be</li> </ul>
<b>Design of follow-up activities and assessment tools</b>	<p>Student teachers are expected to:</p> <ul style="list-style-type: none"> <li>\$ use a combination of available follow-up activities and ones they design themselves (e.g., discussion, journal prompt, worksheet, project, report, etc.)</li> <li>\$ use a combination of available assessment tools and ones they design themselves (e.g., quiz, journal prompt, checklist, rubric, test, performance task)</li> </ul>	<p>The ST is expected to assume full responsibility for:</p> <ul style="list-style-type: none"> <li>\$ all follow-up activities</li> <li>\$ all assessment of student learning</li> </ul>
<b>Related tasks</b>	<p>Student teachers are expected to show a high degree of independence and involvement in:</p> <ul style="list-style-type: none"> <li>\$ supervision</li> <li>\$ extracurricular events, meetings</li> <li>\$ assessment</li> </ul>	<p>During Week 3 the ST is responsible for all tasks normally assumed by the AT including:</p> <ul style="list-style-type: none"> <li>\$ supervision of students and use of resources</li> <li>\$ attendance at meetings</li> <li>\$ participation in extra curricular activities</li> <li>\$ marking and assessment</li> </ul>

## ROLE OF ASSOCIATE TEACHER IN THE DIPLOMA OF EDUCATION PRACTICUM SESSIONS

The Diploma of Education student teacher must progress through a very steep learning curve in order to be prepared to assume the responsibilities of a full-time classroom teacher. The associate teacher plays a very important role in an intensive learning continuum. Attention should be given to:

1. deliberate demonstration of *all* aspects of a teacher's task:
  - planning, teaching, and assessment
  - supervision and discipline
  - extra-curricular duties
2. assistance in lesson planning using the formats adopted by the College.
3. guidance and assistance in short-term and long-term planning:
  - week plans (Sessions 2 to 4)
  - unit plans (Sessions 3 and 4)
  - year plans and/or course outlines (Session 4)
4. providing opportunities for the student teacher to practise self evaluation. The associate teacher can teach self-evaluation by modelling it and by asking questions that encourage it.
5. providing opportunities for the student teacher to observe and practise basic classroom management strategies for:
  - classroom routines
  - managing subject transitions
  - organizing and managing large- and small-group instructional groupings
6. providing opportunities for the student teacher to learn and practise assessment strategies:
  - marking/evaluating student learning using appropriate tools (all sessions)
  - designing performance tasks, tests, rubrics, quizzes, checklists (Sessions 3, 4)
  - recording keeping and determining report card grades (Session 4)
7. providing opportunity for students to develop a repertoire of teaching methods:
  - basic presentation skills (Session 1)
  - direct and indirect methods (Sessions 2 to 4)
8. providing opportunities for the student teacher to explore:
  - how the staff functions as a team
  - how the staff engages in professional development
  - how the school functions in the broader community
  
  - school policies and handbooks
  - how information technology can support teaching and learning
9. providing opportunity during the induction session for the student teacher to “fly solo” by absenting him/herself from the classroom for at least one full week during which:
  - the student teacher is responsible for all duties normally assumed by the AT

including: planning, teaching, assessment, discipline, classroom management, supervision, and attendance at meetings

- the principal or his/her designate is involved in the supervision and assessment of the ST
- the principal or his/her designate assumes legal responsibility for the students in the classroom should the associate teacher be absent from the building