

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

DIPLOMA OF EDUCATION PRACTICUM EXPECTATIONS		
	Session 1 (2 weeks)	Session 2 (3 weeks)
Minimum	\$ 15 to 20% (45 to 60 minutes) of school	\$ 30 to 40% (1.5 to 2h) of school day in

average daily teaching time	day by middle of Week 1 \$ 20 to 30% (1 to 1.5h) of school day in Week 2	Week 1 \$ 40 to 50% (2 to 2.5h) of school day \$ full morning/afternoon in Weeks 2 and 3
Teaching assignments	<i>Elementary placement</i> \$ at least 2 Bible/Church History lessons per week \$ at least 5 additional lessons per week beginning with subject areas well supported by teacher manuals, textbooks, etc. <i>Secondary placement</i> \$ at least one class per day by mid-Week 1 in any subject areas taught by the AT \$ one to two classes per day in Week 2 in any subject areas taught by the AT	<i>Elementary placement</i> \$ a series of 2 or 3 lessons in a variety of subject areas including BH/CH \$ individual lessons selected to expose ST to a variety of subject areas including PE, art, French and music in Week 2 <i>Secondary placement</i> \$ at least one class per day by mid-Week 1 in any subject areas taught by the AT \$ at least two classes per day in Weeks 2 and 3 in any subject areas taught by the AT
Lesson planning	Student teachers are expected to write detailed lesson plans in the format used by the College for all teaching assignments with assistance of AT as needed.	
Designing follow-up activities	Students are expected to: \$ design at least two follow-up activities of their own during the course of the two weeks with guidance from the AT	Students are expected to: \$ design follow-up activities of their own as often as feasible during the course of the session
Assessment tools	Students are expected to: \$ work with existing assessment tools under the guidance of the AT	Students are expected to: \$ work with existing assessment tools \$ design assessment tools when appropriate under the guidance of the AT
Observation tasks	Students are expected to use the time when they are not teaching or assisting the AT to make observations about, e.g.: \$ classroom routines and rules \$ teacher responses to students' answers \$ introductions to lessons, activities \$ dealing with inattention, misbehaviour In addition, students should set their own goals and be open to suggestions from an AT about things to watch for while observing.	Students are expected to use the time when they are not teaching or assisting the AT to make observations. Additional topics may include: \$ dealing with learning differences \$ use of specific teaching methods and instructional groupings \$ managing subject transitions \$ lesson follow-up activities \$ social dynamics of class
Teacher assisting	ST should seek frequent opportunities to assist the AT in tasks such as: \$ duplication of student materials \$ distribution/collection of materials and books \$ setting up audio-visual or gym equipment, displays, art/science classes, etc. \$ supervision of students during seatwork, recesses, field trips, library, etc.	
CCRTC assignments	A CCRTC cover letter will inform AT of College-initiated assignments, but they remain the responsibility of the ST.	
DIPLOMA OF EDUCATION PRACTICUM EXPECTATIONS		

	Session 3 (3 weeks)	Session 4 (4-week Induction)
Minimum average daily teaching time	ST may be 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 may be 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) \$ teach 100% for a full week without presence of AT in classroom (Week 3) \$ average of 75% of school day (Week 4)
Teaching assignments	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	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
Lesson Planning	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
Observation/ Reflection tasks	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 related to College course work, interests of ST	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: \$ specific teaching/student learning experiences \$ experiences that contributed to your growth as a teacher-to-be
Design of follow-up activities and assessment tools	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 is expected to assume full responsibility for: \$ all follow-up activities \$ all assessment of student learning
Related tasks	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 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