

## 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>
		The ST may be expected to teach:

<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)	\$ 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, student 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.)	
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<b>Observation tasks</b>	<p>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:</p> <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>	<p>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.</p>

### 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