

## **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 teaching time</b>	<p>Student teachers are expected to teach:</p> <ul style="list-style-type: none"> <li>\$50% of school day (2.5 h.) by middle of first week</li> <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>	<p>Student teachers are expected to teach:</p> <ul style="list-style-type: none"> <li>\$ 50% of school day (2.5h.) by mid-Week 1</li> <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 both Week 2 and Week 3</li> </ul>
<b>Teaching assignments</b>	<p>Student teachers may be expected:</p> <ul style="list-style-type: none"> <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>	<p>Student teachers may be expected:</p> <ul style="list-style-type: none"> <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>	<p>Student teachers are expected to:</p> <ul style="list-style-type: none"> <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>	<p>Student teachers are expected to:</p> <ul style="list-style-type: none"> <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>	<p>Student teachers are expected to:</p> <ul style="list-style-type: none"> <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>	<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>	
<b>Related tasks</b>	<p>Student teachers are expected to show a high degree of initiative in:</p> <ul style="list-style-type: none"> <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>	<p>CCRTC letter will inform AT of College-initiated assignments, but they remain the responsibility of the ST.</p>	
<b>YEAR 3 PRACTICUM EXPECTATIONS</b>		
	<b>Session 3 (3 weeks)</b>	<b>Session 4 (4-week Induction)</b>
<b>Minimum</b>	The ST is expected to teach:	The ST is expected to teach:

<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 learning including the design/use of assessment tools</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 selected by the ST</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>\$ specific teaching/student learning experiences</li> <li>\$ experiences that contribute to 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 assumes 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 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