

**FIRST YEAR PLACEMENT DESCRIPTIONS
OVERVIEW OF STUDENT TEACHING**

22/23

Evidence of competency with technology is an expected component of all practicum experiences. Should instruction be virtual, Teacher Candidates will be expected to maintain a similar proportion to the classroom workload as suggested by their in person expectations. Collaboration with Faculty Supervisor will be an important discussion point to address any virtual instructional delivery.

| COURSE | KEY EXPECTATIONS |
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| <p>First Placement – 1st Yr Course # 01:271 5 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors</p> | <ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observe the classroom paying attention to classroom management strategies & routines. • Become familiar with students & develop rapport with both staff and students. • Develop professional relationships. • Become familiar with the role of the education assistant and understand the importance and function of classroom assistants in the support role for student learning. • Based on the cooperating teacher’s units, that are being taught, the pre-service teacher will develop and teach one or two lessons per day for the final 3 to 4 weeks. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed. |
| <p>Second Placement – 1st Yr Course # 01:371 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors</p> | <ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observing and assisting for 1st week while participating in classroom routines. • May do some collaborative teaching with cooperating teacher. • Assume responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, pre-service teachers become responsible for at least 2 blocks on the time table. Complete unit plans must be constructed for these 2 blocks/subject areas. Assistance may be required. • Pre-service teachers may team-teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility. • Active participation in all classes is expected at all times. • More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons. |

*** Reflections Suggestions**

Initial/First Reflection: How have your observations & involvement in the following areas of Classroom Climate/Management & Student Skill Set and Lesson Planning impacted and or influenced your thinking about the educator you hope to become.

Final/ Second Reflection: How have your observations & involvement in the following areas of Lesson Delivery, Assessment & Evaluation, Student/Teacher relationships & Big Picture/Parting thoughts influenced your thinking about the educator you hope to become.