

**SECOND YEAR (AD Program and 5th Year IP) PLACEMENT DESCRIPTIONS  
OVERVIEW OF STUDENT TEACHING**

12/23

**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.**

<p align="center"><b>Third Placement – 2<sup>nd</sup> Yr Course # 01:474 6 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) &amp; Faculty Supervisors</b></p>	<ul style="list-style-type: none"> <li>• Prepare two reflections to be shared with your Faculty Supervisor. See below.</li> <li>• Informal observation is expected in the first week of September. No formal record or written observation is expected this week.</li> <li>• With commencement of the final 5 weeks, the first week will be spent informally observing, establishing rapport &amp; professional relationships, actively assisting in classroom routines and preparing for teaching.</li> <li>• Team teaching with the cooperating teacher may occur to transition into a minimum of 3 weeks full time teaching. Three complete unit plans with accompanying lesson plan summaries are required. Some assistance may be needed. Units &amp; lessons should demonstrate differentiation reflective of the class. Moving directly into the instructional role may suit most situations.</li> <li>• Being a reporting period, pre-service teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested.</li> </ul>
<p align="center"><b>Fourth Placement – 2<sup>nd</sup> Yr Course # 01:475 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors</b></p>	<ul style="list-style-type: none"> <li>• Prepare two reflections to be shared with your Faculty Supervisor.</li> <li>• Arrive prepared and confident, displaying an ease of rapport with students, comfortable creating professional relationships and actively involved within the “life” of the school.</li> <li>• Understand differentiation and possess strategies for classroom management.</li> <li>• Maintain classroom routines while demonstrating independent initiative in planning, assessing &amp; delivering instruction. Display team spirit and collaborative philosophy.</li> <li>• Display a professional demeanor reflective in personal presentation &amp; belief that all students are able to learn.</li> <li>• Assume full time teaching for 5 weeks. Four unit plans with accompanying lesson plan summaries must be completed independently. Planning processes must reflect a variety of grade appropriate strategies.</li> <li>• Assessment should support “as”, “of”, and “for” learning practices.</li> <li>• Above all, display “readiness” to the full time role as a classroom teacher.</li> </ul>

**\* 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.