

FIELD EXPERIENCE OVERVIEW

TECHNICAL VOCATIONAL TEACHER EDUCATION PROGRAM

Key Expectations:

The experience will consist of students in the Technical Vocational Program being responsible for all aspects of a course related to their teachable area, (or mutually (school and teacher candidate), agreed upon course within the school setting during their set preparation period each day.

The school principal will determine the course and designate a cooperating teacher in collaboration with the students in the Technical Vocational Program.

Within the first two to three weeks of the term, the gradual release of responsibility should be turned over to the teacher candidate. This would include working with the cooperating teacher to plan the course, to deliver the course content, and to assess, evaluate and report on the students' progress throughout the duration of the course.

Supervision Process:

The Field Experience Supervision Process will be based on a positive, collaborative, professional dialogue related to the following areas of the instructional cycle:

Planning and Preparation – Reflection submitted following the first observation.

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| <ul style="list-style-type: none">• Knowledge of subject matter• Familiarity with MB curriculum• Clarity of planning (lessons & units)• Demonstrate activating, acquiring, and applying strategies of lesson content• Assessment data was considered/used to inform• ICT has been utilized or considered in delivery and for student learning• Necessary resources / materials are utilized and available• Cultural Sensitivity / diversity is evident• Differentiated instruction is evident• Indigenizing content has been considered in planning |
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Delivery of Instruction – Reflection submitted following the second observation.

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| <ul style="list-style-type: none">• Lesson purpose is clearly evident to students• Makes use of teachable moments• Instructions are clear & concise for students• Exemplars have been utilized to enhance student understanding• A variety of instructional strategies is evident during lessons/unit• Student groupings have been considered to enhance learning• Utilizes questioning techniques to enhance learning• Checks for student understanding throughout lesson• Projects a teacher presence/voice during delivery (comfortable, confident, etc)• Demonstrates enthusiasm for teaching• Has a good command of the spoken and written language used for instruction• Lesson flow is appropriate (time allotments for activities)• Provides closure to lessons |
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Classroom Engagement and Environment – Reflection submitted following the third observation.

- Classroom is a safe environment where students are engaged in learning
- Has the attention of most students prior to beginning a lesson
- Practices pro-active classroom management strategies
- Transitions are skillfully managed (confusion is rare)
- Consistently reviews and discusses behavioral & academic expectations & invites student input

Assessment and Evaluation – Reflection submitted following the fourth observation.

- Has considered assessment (framework) while constructing lessons & units. (Beginning with the end in mind) (How will students demonstrate their learning?)
- Matches assessment strategies to learning outcomes / targets
- Performs pre-assessment of student’s skills, knowledge or experience
- Has considered/used a variety of assessment strategies & tools – providing options for learners
- Discusses assessment practices & results with CT
- Feedback to students is provided in a timely fashion
- Able to identify students needing assistance during & following lessons
- Demonstrates understanding of assessment “as/for/of” learning
- Student input into assessment development & criteria is considered/practiced

Big Picture Reflection – Reflection submitted during the final days of the practicum.

How has this experience impacted your thoughts about your role in the profession?

In what areas noted in your reflections and observed over the course of the practicum do you feel confident in as you wrap up practicum?

In what area(s) do you believe further study and/or Professional Development would be beneficial to you as you move forward in your education career?

The following areas should also be discussed at some point during the term of the Field Experience:

a) Professional Responsibilities and School Leadership

- Aware of division & school policies
- Maintains confidentiality regarding staff and students
- Has developed professional relationships with the CT and other staff
- Seeks feedback and suggestions and acts upon them
- Open to leadership and professional development opportunities to enhance practice

b) Student, Family and School Communication

- Effort made & is comfortable communicating and being involved with family meetings / conversations
- Student progress – including successes/challenges/next steps is effectively communicated with all stakeholders, throughout the term, including utilizing the student report card

The Summative Evaluation will consist of comments that reflect the progress of the student teacher in the four designated areas of the instructional cycle, as well as recommendations for further Professional Development.