# *Expectations by Practica*

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| Ed. 2500 | Ed. 3500 (PS I) | Ed. 3600 (PS II) | Ed. 457X (PS III) |
| **Description** |
| * Orientation to teaching
 | * General teaching skills
 | * Subject major teaching
 | * Introduction to first year teaching
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| **Developmental Focus** |
| * Assist teacher with learning activities
 | * Plan and teach lessons and sequences of lessons
* Evaluate student learning (lesson focus)
 | * Plan and teach organized units of instruction
* Competence in subject area
* Evaluate student learning (unit focus)
 | * Engages in all teaching and teaching related activities
* ½ time teaching assignment
* Long range, unit, and lesson planning
* Long range assessment of student learning
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| **Course Background Concurrent to Practicum** |
| * 39 hours of seminars
* Pedagogy
* Ethics
* Contexts of education and teaching
 | * Curriculum and Instruction (generic)
* Evaluation of Learning
* Language in Education
* Educational Psychology
* Teaching Seminar
* Communications Technology
 | * Curriculum and Instruction (in major area)
* Psychology of Exceptional Learners
* Social Context of Schooling
* Evaluation of Student Learning
 | * May include a seminar series on educational issues, including professional inquiry
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| **Intern/Student Teacher Teaching Responsibilities** |
| * Observe and assist
* May engage in minimal planning under Teacher Associate guidance
 | * 5 weeks practicum
* 1/3 time assisting
* 1/3 time teaching
* 1/3 time observing/planning
* Written lesson plans for all lessons taught
* May teach from plans prepared with/by Teacher Associate
* Plans for informal evaluation
 | * 6 week practicum
* 2/3 time teaching
* 1/3 time assisting
* If appropriate, progress to 3-5 days of full time teaching
* Written lesson and unit plans, including assessment and evaluation components
* Plan, conduct, and research evaluation of pupil work
 | * Approximately ½ time teaching assignment
* Engage in all professional school activities including district and site-based professional development days, Teachers’ Conventions….
* All levels of planning
* Unit and long-range plans prepared in advance of internship
* Individual Professional Growth Plan.
* Professional Inquiry Project
* Completes the Descriptive Report Section of the Final Report.
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| **Professional Portfolio Expectations** |
| * Orientation to Portfolio Development
 | Begin to develop* Goals
* Personal and professional attributes
* Record of progress with evidence
 | Continue to develop* Goals
* Personal and professional attributes
* Record of progress with evidence
 | Continue to develop* Professional Portfolio
* Present to Mentor, Administrator and/or University Consultant (ideally in final Intern-led conference)
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| **Teacher Mentor/Associate Expectations** |
| * Direction to Student Teacher
* Communication with University Consultant
* Evaluation of Student Teacher
* Final evaluation with University Consultant
 | * Observation of most lessons taught
* On-going assessment and coaching
* Regular supervision and written feedback of at least one lesson daily
* Final evaluation with University Consultant
 | * Observation of most lessons taught
* On-going assessment and coaching
* Regular supervision and written feedback of at least one lesson daily
* Final evaluation with University Consultant
 | * Interact as knowledgeable, supportive, experienced colleague and coach
* Actively monitors Intern based on classroom observations
* Completes the Teacher Mentor section of the Descriptive Final Report
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| **Evaluation of Teaching Performance** |
| * Self-evaluation and reflective practice
* Checklist completed by Teacher Associate
* Final evaluation form completed by Teacher Associate in consultation with University Consultant
 | * Self-evaluation and reflective practice
* Collaborative process including:

- Formative and Summative Assessment by Teacher Associate and University Consultant- Professional Portfolio development | * Collaborative process including:

- Self-evaluation and reflective practice- Formative and Summative Assessment by Teacher Associate and University Consultant- Professional Portfolio development | INTERN* Self-evaluation using the Formative Evaluation form
* Contributes to Descriptive Final Report (based on KSA criteria)
* Intern-led final conference

ADMINISTRATOR* Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)
* Contributes to Descriptive Final Report (based on KSA criteria)

TEACHER MENTOR* Reviews goals set by Intern Teacher
* Provides feedback on professional development project and portfolio
* Provides guidance based on classroom observation
* Contributes to Descriptive Final Report (based on KSA criteria)

UNIVERSITY CONSULTANT* Reviews goals set by Intern Teacher
* Provides feedback on professional development project and portfolio
* Provides guidance based on classroom observation(s)
* Contributes to Descriptive Final Report (based on KSA criteria)
* Assigns grade of Pass or Fail
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