# *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 |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 | |