Through the Blocks: P/J/I Teacher Candidate Responsibilities

Responsibilities	Block I	Block II
	<u>From</u> Assisted Practice, Week, 1, <u>To</u> Beginning of Competence, 5	<u>From</u> Demonstrative of Competence, Week 3, <u>To</u> Demonstration of Confidence and Increased Competence, Week 6
Teaching Load	At two weeks, 50%; at close of five weeks, 75%	At two weeks, 75% teaching load; at close of six weeks, 100%; for candidates commencing Out-of-Region blocks, 100% ASAP
Resources	From referencing provincial, school, and teacher resources to analysing and applying a variety of resources	Gradually personalizing resources and showing initiative and creativity
Planning	From one lesson per day to grouping and sequencing lessons and developing mini units by the close of the practicum; attempting to develop program modifications	From mini units to full units using a variety of appropriate models, From a concern for self to increasing concern for students in the classroom and developing appropriate program modifications independently
Instruction	Using basic direct and indirect teaching strategies, and attempting to apply program modifications	Using individual, group, and experiential strategies and attending to rhythm of the day and week; applying appropriate program modifications independently
Daybook	Maintaining a current, complete daybook, including plans and assessment methods	Maintaining a current, complete daybook, including daily plans, units and assessment methods; demonstrating increasing confidence and competence
Routines	From recognizing and applying classroom routines with assistance, to maintaining routines independently	From maintaining routines to adjusting them as appropriate, with effectiveness, including all transition times
Classroom Management	From applying routines with assistance to managing the class at intervals without assistance, using pro-active and positive strategies	From successfully managing the class at intervals without assistance to successfully and confidently managing the class for extended periods according to the school discipline code of behaviour policy
Student Assessment and Evaluation	Referencing Ministry achievement levels, conscientiously marking student work, keeping records, and using formative tools and tasks	Developing competence and confidence in interpreting data; reporting effectively; and using formative, summative, and diagnostic tools and tasks

Candidates should be aware of the scope and complexity of teaching. At the close of the second practicum, they should demonstrate the professional and ethical standards required for provincial certification.