Through the Blocks: I/S & Tech. Ed. Teacher Candidate Responsibilities

Practicum I Exploration, School, Culture, and Professional Awareness

- **Teaching Load:** The candidate teaches/manages at <u>least one class</u>, or the equivalent if the school is non-semestered, and depending on his/her level of success and the agreement of the associate, may gradually assume up to two classes per day.
- **Resources:** The candidate references provincial, teacher, and school resources.
- Planning: The candidate submits complete lessons in advance for discussion with associate.
- **Instruction:** The candidate understands direct and indirect teaching strategies, and related lesson plan formats.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.
- **Routines:** The candidate recognizes and applies classroom routines with assistance.
- Classroom Management: The candidate applies classroom management strategies with assistance.
- **Assessment**: The candidate references Ministry achievement levels, marks student work conscientiously, and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.

Candidates should build on these competencies in the second practicum.

Practicum II Development of Competence

- **Teaching Load:** The candidate teaches/manages at <u>least two classes</u> or the equivalent if the school is non-semestered, and depending on his/her level of success and the agreement of the associate, may gradually assume up to three classes per day.
- **Resources:** The candidate analyses and applies a variety of appropriate resources.
- **Planning:** The candidate develops at least one unit plan, can modify lessons with assistance, understands the structure of long range plans, and where applicable, aligns lessons within this structure.
- **Instruction:** The candidate applies individual, group, and experiential teaching strategies.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, describing seating plans, a weekly/monthly overview, a to-do list and lesson plans. Assessment records are shared with the associate.
- **Routines:** The candidate maintains classroom routines.
- Classroom Management: The candidate manages the class independently without assistance at intervals.
- **Assessment:** The candidate designs effective assessment strategies and keeps detailed records. With assistance, the candidate can develop and apply program modifications.

Candidates should build on these competencies in the third practicum.

- 1. **Teaching Load:** The candidate assumes full-time teaching of three classes including all teacher's responsibilities ASAP (under the associate's supervision).
- 2. **Resources:** The candidate personalizes resources and shows initiative and creativity.
- 3. Planning: The candidate uses appropriate planning models and resources, and develops full units.
- 4. **Instruction:** The candidate appropriately uses differentiated instructional strategies.
- 5. **Daybook:** The candidate maintains a current and complete daybook, including plans and assessment records.
- 6. **Routines:** The candidate maintains classroom routines, and can adjust them, as necessary.
- 7. Classroom Management: The candidate manages the class independently for extended periods.
- 8. **Assessment:** The candidate effectively uses a variety of assessment tools; records, maintains and interprets data; and reports effectively. Program modifications are appropriate and independently designed.

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