

TIMELINE OF EXPECTATIONS

TO DO LIST AND SUGGESTION DISCUSSION TOPICS

The following is a guide for teacher candidates and cooperating teachers to follow during the extended practicum

Week #	TO DO LIST	AREAS TO DISCUSS/REVIEW
<p>1 Note: this week is prior to elem./sec. students being in schools</p>	<ul style="list-style-type: none"> ❑ Set up a time to meet with teachers to discuss requirements and school start up ❑ Get to know the school and community ❑ Introduce yourself to the staff (take note of grade-subject alike teachers) ❑ Locate resources that support school learning improvement plans and professional development <ul style="list-style-type: none"> • Register your placement info at the College of Education library website for delivery of resources • In the library or in a different resource area (i.e., learning assistance room, work room, etc.). Find out about the division resource center and how to obtain resources. ❑ Ask for the monthly school calendar; take note of Professional Development days and reporting periods (which are days you must attend) ❑ Look for opportunities to get involved in the school/staff culture ❑ Sign up for extra-curricular activities (keeping in mind to keep the number reasonable): <ul style="list-style-type: none"> • Possible “major” activities: Coaching, drama/choir • Possible “minor” activities: Assisting with a fundraiser, committee member ❑ PGP’s Ensure that your partner teacher and facilitator have been given your secret URL for your PGP or access to your spreadsheet. <ul style="list-style-type: none"> • What’s your plan for adding to your PGP over the course of the extended practicum? College expectations include having at least 2 entries for each competency by the end of your practicum 	<ul style="list-style-type: none"> ❑ Start up of school logistics: <ul style="list-style-type: none"> • Keys, school layout, computer/email account, copier code, class/school schedule ❑ Familiarize the teacher candidate with school and division policies (i.e., assessment and reporting policies and procedures, school goals, division initiatives, supervision expectations, etc.) ❑ Review the Extended Practicum Guidebook ❑ For additional information, please see: http://www.education.usask.ca/fieldexperiences ❑ Set up expectations, observations, pre and post conferences, make a tentative timeline, determine best method of communication in case of illness ❑ The role of EA and other support staff. Is he/she aware of which students receive support and any privacy issues attached to that support? ❑ Discuss with partner teacher which activities you could become involved in (consider the time commitment; teaching is your priority) ❑ Discuss with partner teacher (initial set up); <ul style="list-style-type: none"> • Planning times • Pre- and post-conference times, “touch base” meeting times • When to submit lessons for feedback • Expectations for student work, assessments and typical time frame to return student work

	<ul style="list-style-type: none"> • The feedback you receive from your teacher can be included in your PGP. 	
<p>2</p>	<ul style="list-style-type: none"> □ Begin daily implementation of the Supervision Cycle with your partner teacher. Make sure to give partner teacher the “Observation notepad” to record observations □ Get to know your students <ul style="list-style-type: none"> • Strengths and interests • Targeted areas for support • Learning styles <p>http://www.edutopia.org/multiple-intelligences-learning-styles-quiz</p> <p>https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities</p> <ul style="list-style-type: none"> • family and community backgrounds, etc. • be cognizant of being culturally responsive and respectful of diversity within your classroom (be aware of biases or stereotypes) □ Participate in family/student engagement activities that your school may initiate □ Back to school activities; All About Me, Identity Stories, Mind Maps, Wordles (on-line word clouds), create a kahoot (on—line game/quiz creator) <ul style="list-style-type: none"> • Giving choices for your assignments, based on student interests and learning profiles □ Look for ways to get involved when not direct teaching (think of the “possible activities” that were suggested in your previous field experiences) <ul style="list-style-type: none"> • Working with small groups • Assisting with formative and summative assessment 	<ul style="list-style-type: none"> □ Discuss available student supports within the school <ul style="list-style-type: none"> • Cumulative records • Individualized/Personalized Learning Plans • Learning Assistance, EAL, Speech Pathologist, privacy around accessing other school supports (i.e., counselor) • Protocol with parent communication • Behaviour policies □ Possible discussions: <ul style="list-style-type: none"> • Any concerns that may have arisen so far • Discuss any challenges that could be an obstacle to teacher candidate’s teaching responsibilities
<p>3</p>	<ul style="list-style-type: none"> □ Continue formal lesson planning, Supervision Cycle, getting to know your students, etc. □ Begin teaching a second lesson per day □ Begin/continue work on your co-constructed UBD Unit Plan (remember: one of the three unit plans submitted to your facilitator needs to have First Nations/Metis 	<ul style="list-style-type: none"> □ Ways to incorporate First Nations, Metis and Inuit content, perspectives and ways of knowing into the TC’s teaching. □ School and Division Resources in assisting with learning about PGP 3.1 and 3.2

	<p>content/perspectives integrated into it). Exemplars of UBD units are on the College of Education website</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit unit to facilitator at least 1 week prior to teaching it <input type="checkbox"/> Seek out other teaching and learning opportunities within the school <ul style="list-style-type: none"> • Connect with release teachers (elementary) within your grade placement, and teachers who teach subject areas in your major/minor (secondary) areas. <input type="checkbox"/> Arrange a lesson observation with your facilitator (a schedule will probably be available to you at the in-service) <input type="checkbox"/> Ask your facilitator what you need to bring to the in-service (remember: this in-service is with your cooperating teacher as well) 	<p>Exemplars of UBD units are on the College of Education website.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Topics/concerns you would like at 1st in-service.
4	<ul style="list-style-type: none"> <input type="checkbox"/> Begin teaching your 2nd lesson per day, if you haven't already. <input type="checkbox"/> Submit your UBD unit to your College Facilitator, after receiving feedback from your cooperating teacher. <input type="checkbox"/> Update your PGP. Start looking at areas for which you have already identified "next steps". Focus on PGP 1 and 2. <input type="checkbox"/> Ensure you have the observation dates for facilitator visit and mark it in your calendar. 	<ul style="list-style-type: none"> <input type="checkbox"/> Division's grading and reporting system <input type="checkbox"/> Is the teacher candidate prepared to take on a greater teaching load? <input type="checkbox"/> Are there any lingering issues that you could foresee becoming bigger problems as the extended practicum progresses? <input type="checkbox"/> Areas to consider: <ul style="list-style-type: none"> • Attendance • Efficiency in planning • Student engagement • Communication • Keeping up with student assessment • Discipline, classroom management • Incorporating feedback
5	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to think about taking over half-time teaching duties <input type="checkbox"/> Start thinking about the 2nd UBD to be submitted to your College Facilitator (if your first unit plan didn't have FNMI content/perspectives, this one must have that focus) 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress of teacher candidate. Consider: <ul style="list-style-type: none"> • Teacher could plan to model some different teaching/learning strategies • Explicitly explain assessment expectations and why assessment is done at certain times and in a certain manner

	<ul style="list-style-type: none"> <input type="checkbox"/> Start looking at ways to increase the effectiveness of your teaching. Be creative/innovative and start taking more risks. <input type="checkbox"/> Utilize different strategies (i.e., scaffolding, teaching/learning, assessment) <input type="checkbox"/> Exemplars of UBD units are on the College of Education website <input type="checkbox"/> Think about your students' interests, addressing different learning styles, Inclusion <input type="checkbox"/> Please ask for teacher support if you are needing guidance in planning, teaching or assessing 	<ul style="list-style-type: none"> • Ways to take risks in the classroom
6	<ul style="list-style-type: none"> <input type="checkbox"/> Begin/continue halftime teaching <ul style="list-style-type: none"> • This can include lessons being taught collaboratively with your cooperating teacher <input type="checkbox"/> Begin to organize PGP evidence for your Midterm assessment <input type="checkbox"/> How are you doing with the balance of planning/teaching/assessing and extra-curricular? 	<ul style="list-style-type: none"> <input type="checkbox"/> Upcoming Midterm Assessment <ul style="list-style-type: none"> • Questions teacher candidate should ask facilitator at the next ins-service, release time needed? • Evidence/observations that teacher candidate needs for PGP <input type="checkbox"/> If teacher candidate is starting to struggle, then possible suggestions: <ul style="list-style-type: none"> • Have a conversation about how it's important to know if there are any circumstances that could affect his/her teaching (within the bounds of respecting his/her privacy) • Offer some exemplars of lessons, unit, assessment tools • Offer tips on how you manage the feedback/assessment load (i.e., marking 5 – 6 essays an evening, holding 5-6 mini-conferences with students per day) • Give some specifics on where/how to access ideas and resources • See “When There Are Difficulties” section of handbook
7	<ul style="list-style-type: none"> <input type="checkbox"/> Start thinking about taking over full-time teaching duties <ul style="list-style-type: none"> • Are there any resources and ideas that you could use from your peers or teaching colleagues? 	<ul style="list-style-type: none"> <input type="checkbox"/> Is the teacher candidate ready for full-time teaching? <ul style="list-style-type: none"> • Is he/she clear about the units/themes/content areas?

	<input type="checkbox"/> Routines have been established and systems in place for recording assessments <ul style="list-style-type: none"> • As you continue to get busier, pay attention to your own health and well-being. You cannot be an effective teacher if you do not take care of yourself 	<input type="checkbox"/> Are there any areas in the supervision cycle that need to be addressed?
8	<input type="checkbox"/> Begin/continue full-time teaching <input type="checkbox"/> Check your timeline for preparing/teaching/assessing lessons to ensure you are on track or if you need to make adjustments. <input type="checkbox"/> Check expectations for submitting marks for upcoming report cards. <input type="checkbox"/> PGP – you are continuing to make entries and use feedback to plan next steps <input type="checkbox"/> Look at calendar and decide when you would like to invite principal to observe one of your lessons <input type="checkbox"/> Facilitator Observation #2. Make sure you know when and be prepared (including showing lesson & unit collection + share PGP entries).	<input type="checkbox"/> Review expectations and processes for report cards and/or Parent-Teacher Conferences <input type="checkbox"/> Completing your Midterm Assessment <ul style="list-style-type: none"> • TC has his/her PGP on hand to guide the writing of the assessment by using the evidence • Check examples of rubric levels to guide writing of assessment (Appendix D in the guidebook and online)
9	<input type="checkbox"/> Continue full-time teaching <ul style="list-style-type: none"> • In order to complete the required five weeks of full-time teaching, you must have begun by this point. <input type="checkbox"/> Submit your 2 nd UBD Unit Plan to your College Facilitator no later than the end of this week. This must be submitted one-two weeks prior to teaching it. <input type="checkbox"/> Submit your Midterm Assessment to your College Facilitator by the end of this week. <ul style="list-style-type: none"> • Ensure that all signatures have been gathered for the front page. 	<input type="checkbox"/> The TC has made arrangements to submit his/her unit plan to the College Facilitator (after reviewing with cooperating teacher) <input type="checkbox"/> Use midterm to guide support for the next weeks <input type="checkbox"/> TC teaching from unit plans and whatever the stage of lesson plan he/she is using. Time to move on? <input type="checkbox"/> Maintaining all daily teaching/supervisor responsibilities.
10	<input type="checkbox"/> Continue full-time teaching <input type="checkbox"/> Make sure that you are keeping a balance in your life. Take time for yourself so that your stress does not negatively affect your teaching and learning. <input type="checkbox"/> Should have at least 2 PGP entries for each competency	<input type="checkbox"/> Is teacher candidate handling the pressure of full-time teaching? Supports needed? Consideration: <ul style="list-style-type: none"> • Different learning style of TC, TC may need more specific feedback or support • More support from facilitator needed?
11	<input type="checkbox"/> Continue full-time teaching <input type="checkbox"/> Make sure that you are asking for help/guidance/support if you need it	<input type="checkbox"/> Great time to have some professional conversations about teaching that time didn't permit earlier

	<ul style="list-style-type: none"> <input type="checkbox"/> Set adequate time for student assessments and feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> TC should be less dependent on some aspects of the mentorship but still incorporating feedback from observations
12	<ul style="list-style-type: none"> <input type="checkbox"/> Continue/wrap-up full time teaching <input type="checkbox"/> Work on varying your teaching strategies and assessment for/of learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment for/of learning, implementing more variety of instructional strategies <input type="checkbox"/> Ways to improve PGP 3 and 4
13	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to gradually decrease teaching load if you have met the 5-week requirement <input type="checkbox"/> Explore opportunities to teach/assist in other subjects and/or grade levels <input type="checkbox"/> Use this time to start solidifying the competencies that have been somewhat neglected. <input type="checkbox"/> UBD #3 due before November 19, 2018 (week of) 	<ul style="list-style-type: none"> <input type="checkbox"/> TC may need help in determining what to do with extra time now that teaching load has decreased <input type="checkbox"/> Ways to improve competencies and support school in other areas <input type="checkbox"/> Begin to investigate other programs/grade levels in school
14	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the learning you have gained from your full-time teaching and areas you would like to focus on with your PGP <input type="checkbox"/> Arrange to be in other classrooms <input type="checkbox"/> Seek out ways to support students in new ways <input type="checkbox"/> ½ day visit to another school in the same division is permitted but focus should be on contributing to your extended practicum placement school <input type="checkbox"/> Think about resumes, job applications, teacher certification, etc. Ask teacher and principal if they would support you in providing a reference letter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thinking about the Final Assessment? Has the TC been gathering/recording PGP evidence to include in the assessment? <p>Considerations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The TC should have PGP evidence ready so that both of you have evidence of learning and growth when you go through the evaluation <input type="checkbox"/> Use the mid-term assessment to guide you in the areas that have shown improvement, or continue to pose a challenge. <p><i>This is not the week to write the assessment. Gather what you need in this week.</i></p>
15	<ul style="list-style-type: none"> <input type="checkbox"/> Tidy up your PGP: some school divisions will encourage you to bring samples of pertinent PGP entries/evidence with you when you come for interviews. Start weeding out some of the entries you no longer want/need. Start highlighting ones you want to focus on when the final assessment is being written <input type="checkbox"/> Have feedback available when writing assessment <input type="checkbox"/> Keep lesson plans and unit plans nearby when writing assessment <input type="checkbox"/> Collaboratively complete the Final Assessment with your cooperating teacher and submit it to your College Facilitator for his/her approval (<u>editing may be necessary</u>) <input type="checkbox"/> Ensure facilitator has up-to-date PGP to send to College 	<ul style="list-style-type: none"> <input type="checkbox"/> In writing the Final Assessment, does the evidence align with the evaluation? <input type="checkbox"/> Use the PGP evidence to assist in identifying how the competencies have been met and to include this in the final evaluation <input type="checkbox"/> Is there any evidence from other teachers that the intern worked with that could be included in the comments? (<i>This document is uploaded to school board application sites so it's important that it is checked for grammar and spelling. Exemplars are available.</i>)

16	<ul style="list-style-type: none"><input type="checkbox"/> Have multiple good copies of your assessment printed and signed by your teacher, your principal and yourself in advance of your College Facilitator's designated pick up date. In order to ensure you get all the signatures necessary, make sure you do this before the day of the pickup.<input type="checkbox"/> Before you leave, provide a token of appreciation to your partner teacher (and possibly other staff).	Thank you for your mentoring! 😊
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