

<p><b>Block C (Year 2)</b></p> <p>Block C is the third of four classroom practicums in the Trent B.Ed. program. By the start of Block C, a Teacher Candidate has had 2 previous classroom practicums, totaling 9 weeks of evaluated classroom experience.</p>	<p><b>BLOCK C PRACTICUM EXPECTATIONS</b></p> <p><b>PLANNING &amp; PREPARATION</b></p> <ul style="list-style-type: none"> <li>-Generates effective lesson plans and unit plans <u>with minimal support</u> from AT</li> <li>- Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs</li> <li>-Incorporates learning goals and success criteria into planning</li> <li>-Incorporates feedback from AT into lesson revisions and/or planning future lessons</li> <li>-Makes explicit links to cross-disciplinary content in unit plans</li> <li>-Welcome co-planning opportunities</li> </ul>	
<p><b>Block C Workload Expectations</b></p> <p><b>-First 2 days will be focussed observations</b> of AT and class</p> <p>-As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc.</p> <p>-Teaching normally begins on Day 3, and must begin prior to the end of the first week.</p> <p>-The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching at least two-thirds of the AT's teaching load.</p>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>-Articulates lesson expectations effectively; gives clear instructions</li> <li>-Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking)</li> <li>-Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance</li> <li>- Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations</li> </ul>	
<p><b>Courses Taken Prior to Block C</b></p> <p>TCs starting Block C have completed 75% of the coursework in their B.Ed. degree, including Positive Learning Environment, Sociocultural Perspectives, Supporting Literacy and Learners with Special Needs, Law (P/J only), Indigenous Environmental Sustainability, an elective course and a Practicum course. P/J TCs have also completed their curriculum classes in Math, Language &amp; Literacy, Physical Education and Science, and I/S TCs have normally completed their subject teachable courses as well as an Intermediate Learners course.</p>	<p><b>CLASSROOM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>-Establishes positive rapport and fosters a respectful classroom environment</li> <li>-Maintains attention of the students <u>with no intervention</u> from AT</li> <li>-Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students</li> </ul>	
<p><b>What to do in case of difficulty?</b></p> <p>If your TC is struggling or in the case of any other unusual situation, please contact your TC's Faculty Advisor ASAP. Please also see the Practicum Handbook section on difficulties and Growth Plans.</p>	<p><b>ASSESSMENT &amp; EVALUATION</b></p> <ul style="list-style-type: none"> <li>-Tracks and monitors student progress using a variety of tools</li> <li>-Makes observations of students to inform instruction</li> <li>-Uses a variety of assessment and evaluation strategies that support learner diversity</li> <li>-Applies principles of assessment for, as and of learning</li> </ul>	<p><b>DIVERSITY &amp; INCLUSION</b></p> <ul style="list-style-type: none"> <li>-Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners</li> <li>-Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using an appropriate variety of strategies based on detailed planning</li> </ul> <p><b>PROFESSIONAL COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>-Communicates clearly and in a manner that facilitates effective learning</li> </ul> <p><b>PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>-Demonstrates ongoing commitment and dedication to teaching</li> <li>-Demonstrates initiative</li> <li>-Responds positively to suggestions and feedback</li> </ul>
	<p><b>Report Links</b></p> <p>Links to the Formative (due at the mid-point of the Practicum) and the Summative (due on the final day) are normally sent by email prior to practicum. Please let us know if you have difficulty accessing. The Practicum Handbook (also sent by PDF) contains sample versions for review if needed.</p>	<p><b>Thank you</b> for hosting a Trent B.Ed. Teacher Candidate! We greatly appreciate your dedication to supporting the next generation of teachers.</p> <p>Please don't forget to submit your honorarium form. It was emailed to you at the start of the practicum. Once filled out, please scan and send to <a href="mailto:practicum@trentu.ca">practicum@trentu.ca</a>.</p>