

<p>Block D (Year 2)</p> <p>Block D is the final classroom practicum in the Trent B.Ed. program. By the start of Block D, a Teacher Candidate has had 3 previous classroom practicums, totaling 12 weeks of evaluated classroom experience.</p>	<p>BLOCK D PRACTICUM EXPECTATIONS</p> <p>PLANNING & PREPARATION</p> <ul style="list-style-type: none"> -Generates effective unit plans and lesson plans -Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that explicitly address learning needs of the particular students in the class -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Incorporates cross-disciplinary content in lesson and unit plans -Capitalize on co-planning opportunities 	
<p>Block D Workload Expectations</p> <p>-First 2 days will be focussed observations of Associate Teacher (AT) and class. The Teacher Candidate (TC) is not meant to be teaching during the first 2 days.</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 the AT's total (or almost total) teaching load.</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -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) -Follows lesson and unit plans that have been approved by the Associate Teacher; materials are prepared and organized in advance - Demonstrates flexibility in implementation and pace by adapting instruction in response to student needs and situations while still keeping goals in mind <p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students <u>with no intervention</u> from AT -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 and ongoing monitoring of the learning environment for adjustments <p>ASSESSMENT & EVALUATION</p> <ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a coordinated variety of assessment and evaluation strategies -Applies principles of assessment for, as and of learning with comprehensive pedagogical documentation strategies that inform instruction and evaluation 	
<p>Courses Taken Prior to Block D</p> <p>TCs starting Block D have normally completed all courses in their B.Ed. degree, including Positive Learning Environment, Sociocultural Perspectives, Supporting Literacy, Law, Cultural Linguistic Diversity, Indigenous Environmental Sustainability, an elective course and a Practicum course. P/J TCs have also completed their curriculum classes in Math, Language & Literacy, Physical Education, Science, Social Studies and Integrated Arts, and I/S TCs have completed their subject teachable courses as well as two Intermediate Learners courses.</p>	<p>DIVERSITY & INCLUSION</p> <ul style="list-style-type: none"> -Uses a carefully selected variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates precise strategies for meeting those particular needs within instruction <p>PROFESSIONAL COMMUNICATION</p> <ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback 	
<p>What to do in case of difficulty?</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>Report Links</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>Thank you 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 practicum@trentu.ca.</p>