**Preparing for Success in your Initial Practicum**

**Comment se préparer pour le stage de 2 semaines**

**EDUC 315**

**EDUC 315: le 28 octobre – 8 novembre 2013**

Review TEO’s expectations on their web site <http://teach.educ.ubc.ca/resources/pdfs/guides/BEd-Practicum-Guidelines-2013-14.pdf>

 Please note that attendance is imperative during all phases of practica. If an absence is unavoidable, notify your SA and FA as soon as possible.

* Take time to establish a professional relationship with your mentor teacher (“School Advisor” or “SA” or “prof d’accueil ou maître associé”). Arrive at school at least 30 - 45 minutes prior to the start of the school day to assist with preparations and discuss what is planned. Remain after school to debrief and help with preparations for the next day. It is not acceptable to arrive or leave at the same time as the students.
* Ask questions, seek advice and indicate your openness to feedback. Take the initiative to clarify expectations and establish an ongoing dialogue with your advisor(s). Practice your communication skills and ask for direction or clarification (e.g., “Can you think of some ways I might help when I’m not observing or teaching?”).
* Find out about emergency procedures (medical, fire, earthquakes). \* Please note that the SA should be in the classroom most of the time during the fall and spring practica. If s/he needs to leave briefly, please be aware of where s/he is, and what to do in an emergency. The SA should be available within the school at all times during all practica – you are not an employee of the school district, and therefore cannot assume the legal responsibilities of a TOC under any circumstances.
* Assist your SA with his/her duties outside the classroom (e.g., if the SA has supervision, staff room clean-up or coaching, these are opportunities for you to learn more about your advisor and their roles).
* In consultation with your SA, decide how and when to introduce yourself/your role to the parents. A model letter is available at <http://blogs.ubc.ca/shoofey/educ-315/introduction-aux-parents/> and it is suggested that you send it near the beginning of your final practicum.
* Learn the names of the students, develop rapport and establish yourself as a “teacher” (rather than as a volunteer/friend/visitor). Watch the students at work and at recess/lunch. Try to learn as much as you can about the individuals and the social dynamics of the group.
* Talk to your SA about the range of learning needs within the classroom and the supports in place to meet them (modified programs, resource room, Individual Education Plans, Student Support Worker, etc.) What are the modifications for students needing extra support? Do some students require enrichment or challenge in their learning?
* Get to know the staff (e.g., teacher librarian, office staff, administrators, resource team, supervision aides, etc.). Visit the staff room, attend staff and committee meetings as appropriate. Ask your SA about attending a Parent Advisory Council meeting at some point more likely in the Extended Practicum.
* Observe actively and thoughtfully as your SA is teaching. Learn all you can about the teacher’s approach to planning, classroom management, instruction, assessment and evaluation. Take notes and ask specific questions.
* Be consistent in supporting existing routines, procedures and expectations (e.g., signals, praise/reinforcement, rules and consequences, organization of materials and the classroom environment, hallway behaviour, use of washrooms, routines for beginning and ending the day, etc.).
* Ask how you can assist with classroom routines and activities (working with individuals or small groups, marking, preparing materials, etc.). Find ways to be actively involved in the classroom program, even though you may not be teaching many formal lessons the first week.
* Talk with your SA about how you might visit other classrooms/subjects if your SA or administrator can arrange them).
* As directed within your particular cohort, plan and teach one or two initial lessons. Be sure to review your lesson plan with your SA and also to reflect on the experience after teaching. Your FA may provide a particular format for written reflections. In some cohorts, this may involve a videotape analysis of a storytelling lesson.
* Begin talking with your SA about possible subjects/topics for your January mini-unit (a series of six to nine connected lessons).
* Discuss your SA’s **EDUC 315 Feedback form** on the final Tuesday and give him/her a copy of your **EDUC 315 Reflection**. Provide your FA a copy of both, prior to the end of term.

**During November/December**

* Stay connected with your SA by phone, email or by visiting the school if that is possible for you. Continue the dialogue regarding your January teaching plans. Get a copy of your timetable, and schedule in the lessons you will be teaching. Send a copy to your FA.
* Develop your lesson sequence (a series of six to nine connected lessons) and detailed lesson plans for the first two lessons. Find resources to support your sequence and have your plans approved by your SA well in advance of the school’s Winter Break (Dec. 16). Send a copy of the approved plans to your FA.
* Ensure that your initial lesson plans include all key components (Title/Grade/Date, PLOs, Objective(s), Materials and the Lesson Process; intro or hook, procedure, activity and closure). You may want to include management notes, modifications, follow-up/extension and assessment details if applicable. Make sure to outline the timing of the lesson segments, and include a section at the bottom of the plan where you can record your reflections after teaching. **Examples:** [**http://blogs.ubc.ca/shoofey/les-plans-de-leconsplans-dunites/**](http://blogs.ubc.ca/shoofey/les-plans-de-leconsplans-dunites/)**;**
* Prepare your Practicum Binder if you have not done so already. This will be an ongoing system whereby you organize your observations, unit and lesson plans and document your learning experiences between now and the end of June. Individual FAs may suggest a particular format, likely including the following sections;
	+ General information (class list, calendar, timetable with the subjects you will be teaching, etc.),
	+ Overview and lesson plans and reflections,
	+ Assessment/ observations of students
	+ Observation notes from SA and FA
	+ New ideas and practices
	+ Management/ transition activities
	+ Professional development connections /articles

This binder should be kept up to date and made accessible in your classroom for review by your SA and FA at any time during the January and long practica. It will become an invaluable source of artifacts for your portfolio, and for your future teaching experiences.

* Take some time during December to update and revise your résumé, tailoring it for employment as a teacher or TOC. Some candidates may wish to submit applications later in the spring, and this will be a very busy time for you. Work ahead on this, and begin to draft a statement of your teaching philosophy as well. Of course, your philosophy will continue to evolve as you gain experience and it is good to articulate some of your basic values and beliefs about teaching and learning.

**Le stage du 28 octobre – 8 novembre 2013**

* Arrive at your school fully prepared to observe and assist the **first week** and begin **teaching the second week**. Over the course of the second week, you will be teaching an average of 60 minutes per day as well as supporting the classroom program in various other ways in order to gain confidence and experience.
* Your SA will observe your classroom interactions and lessons. You will receive frequent informal feedback (oral) and at least one formal written observation. Be open

to hearing the ideas and suggestions of your mentors, and feel free to ask for advice or

help at any time. When something is suggested, try it right away.

* Your FA will visit informally from time to time, and will complete one formal written observation during the two weeks. He/she will review your plans and binder, look at your lesson reflections and may request a weekly reflection to be sent by email.
* Continue to observe the teaching practice of your SA carefully and ask questions to deepen your understanding of what you are seeing.
* Reflect on your own practice, noting after each lesson or day; what went well/what was challenging/what will you do next time?
* Spend time with your SA, at his/her convenience and establish yourself as an active member of the teaching team;
	+ discuss issues, needs and questions
	+ review and refine your lesson plans
	+ help to prepare for the next day,
	+ assist with marking
	+ help with classroom organization etc.
* Learn as much as you can about your SA's systems for organization, record keeping and his/her strategies for assessment and evaluation.
* Begin to discuss your EDUC 421 (Extended Practicum) teaching assignments. Consider units to be taught and draft a timeline or overview on the form provided by your FA.

**From Mid-November to Mid-January**

* Set specific times to meet with your SA between mid-November and February 3 (the start of the Extended Practicum) to further develop your plans. Look for ways to link this essential planning to the assignments set out in your Term 2 methods courses.
* Try to be organized, think ahead and take care of your UBC course assignments in a timely manner so that you are not pressured at the end of Term 2 to simultaneously complete late projects and papers while preparing for practicum.
* Be ready to share your EDUC 421 practicum overview and your initial unit plan(s) for the early weeks with your FA/SA prior to the end of Term 2.
* Consider reducing any outside work commitments so that you can concentrate all of your energy on the requirements of your 10-week final practicum.

**EDUC 421 (Extended Practicum): le 3 février – 25 avril 2014**

**EDUC 430 (CBFE Practicum): le 28 avril – 16 mai 2014**