**10 Week – 421 Weekly Planning Guide – Roles and Responsibilities**



**Week 1**

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| **Teaching Load: 20-30%** (60-90 min. day) ( 5-7.5 hrs. weekly) | **FOCUS: TRUST AND RECONNECTION**  **SUGGESTED RESPONSIBILITIES** |  |
| **Teacher Candidate** | **School Advisor** | **Faculty Advisor** |
| 1. **set up binder/organizational system: lesson plans, weekly previews, unit outlines and plans, observations from advisors, 10 week calendar etc.**   **Thinking Ahead**  TCs are expected to have the  opportunity to teach up to one hour/day     1. set up reflective journal and begin entries: What worked? What didn’t? 2. **arrange a planning session with your school advisor to discuss specific teaching responsibilities for the first 3 weeks, and general responsibilities for the 10 weeks** 3. **map out your teaching responsibilities on a 10 week calendar** 4. meet with SA and FA to give them copies of unit outlines and unit plans 5. prepare detailed lesson plans for observed lessons; **show lesson plans to your school advisor the day before you teach, to allow for revision** 6. carry out opening and closing routines      1. begin assessing student performance and establish record keeping system 2. get to know staff members, learn and use names of office and custodial staff | 1. familiarize yourself with the practicum section of the Teacher Education Program Handbook 2. give the TC a desk/table in the classroom 3. review school policies related to safety, supervision etc.; outline procedures for obtaining supplies and resources in the school and district 4. complete ONE FORMAL OBSERVATION FORM PER WEEK on U.B.C. forms 5. arrange daily talk time/weekly planning time with TC 6. together with your TC develop a specific teaching plan for the first 3 weeks and a general plan for the 13 weeks 7. meet with your TC and FA to review outlines for beginning units 8. don’t assume anything: show your TC your methods for planning, record keeping, assessing students etc. Be explicit about your expectations 9. be open about how you plan. Show your students samples of units you have done. | 1. arrange meeting with SA’s and TC’s to review roles and responsibilities for 421 2. arrange meeting with SA and TC to review outlines of beginning units 3. complete at least one observation (global focus) and arrange time for next observation |

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| **Teaching Load: 40 - 50%** (2 - 2.5 hrs. daily)  (10 - 12.5 hrs. wk.) | **Weeks 2 - 4**  **FOCUS: RISK TAKING**  **SUGGESTED RESPONSIBILITIES** |  |
| **Teacher Candidate** | **School Advisor** | **Faculty Advisor** |
| 1. maintain binder/organizational system 2. **have a lesson video or audio taped** 3. prepare mid-point form and checklist for conference 4. try a variety of teaching strategies and assessment methods 5. record detailed anecdotal comments, checklists, marks in an organized system 6. continue to submit lesson plans one day in advance to your SA and FA 7. **continue to develop weekly previews and share with your SA** 8. try creating bulletin board displays 9. **begin communicating informally with parents (e.g., letter of introduction)** 10. think about how to contribute to the school outside the classroom: clubs, teams, etc. | 1. maintain weekly formal observations and daily feedback (verbal or written) 2. continue daily talk time/weekly planning time with TC 3. any serious concerns must be addressed to the TC, discussed with the FA and recorded on the INTERIM REPORT form 4. continue to review daily lesson plans and weekly previews with TC 5. offer or suggest ways to provide support when needed 6. review and discuss TC’s unit outlines and unit plans for all teaching responsibilities 7. review and discuss TC’s record keeping system 8. continue to make explicit your thinking about planning, assessment, etc. 9. prepare mid-point form and checklist for conference  * try some different methods of observing your TC | 1. arrange time and equipment to video tape TC’s lessons (or portions of) 2. continue to observe lessons and provide feedback to TC’s 3. arrange mid-point conference 4. prepare mid-point form and checklist for conference 5. review and discuss unit plans and graphic organizers with TC 6. review and discuss TC’s record keeping system 7. arrange meeting time and place for mid-point conferences   **Thinking Ahead**  **Mid-Point Conference**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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|  | | **Week 5** |  |
| **Teaching Load: 60 - 70%**  (3 -3.5 hrs. daily)  (15-20 hrs. wk) | **FOCUS: RETHINKING AND REFINING**  **SUGGESTED RESPONSIBILITES** | |  |
| **Teacher Candidate** | **School Advisor** | | **Faculty Advisor** |
| 1. take an active part in the **Mid-Point conference** 2. clarify your Focus for the Final Weeks 3. **provide unit plans for the 80% work load** for your advisors 4. discuss planning responsibilities with SA (e.g., daybook, opening responsibilities) 5. ensure daybook entries are completed prior to leaving school 6. continue to complete lesson plans for observed lessons 7. continue to keep copies of lesson plans, previews and unit outlines in binder 8. **discuss report card responsibilities with SA** 9. **maintain record keeping system for student assessment and evaluation** | 1. take active part in the Mid-Point conference 2. clarify your expectations of your student teacher and help set goals for the remaining weeks of the practicum 3. \*check all unit plans prior to allowing your student teacher to proceed to an 80% work load. 4. maintain weekly formal observations on UBC forms (open-ended or checklist) 5. continue weekly planning time with TC 6. continue to review unit overviews, daybook entries and lesson plans 7. review assessment and evaluation strategies and record keeping system maintained by the TC 8. discuss responsibilities for report card writing with TC | | 1. take active part in the Mid-Point conference 2. help student teacher set goals for the remaining weeks of the practicum 3. check all unit plans prior to allowing student teacher to proceed to an 80% work load 4. continue to observe lessons and provide feedback to student teacher 5. continue to review students teacher’s assessment procedures 6. discuss responsibilities for report card writing |

**Weeks 6, 7, 8, 9**

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| **Teaching Load: 80%**  (4 hrs. daily or more)  **100% optional** (20 hrs. wk or more) | **FOCUS: CONSOLIDATING, REACHING GOALS**  **SUGGESTED RESPONSIBILITES** |  |
| **Teacher Candidate** | **School Advisor** | **Faculty Advisor** |
| ­  **Thinking Ahead**  **Final 3-Way Meeting**  **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. **teach for four full weeks at an 80% load (100% optional)** 2. demonstrate that you can independently plan for, implement and evaluate and assess student learning 3. discuss with SA a plan to reduce teaching load for end of practicum 4. pre-arrange am or pm visits to other schools and classrooms, in consultation with your SA during the final 2 weeks 5. **provide input for FA for your final report, e.g., details about extra-curricular activities, highlights, comments, etc.** | 1. discuss with TC a plan to reduce teaching load for end of practicum 2. continue observations on U.B.C. forms 3. continue daily talk time and review weekly previews and daybook 4. familiarize yourself with the handbook section on “Guidelines for Writing the Final Summative Report” 5. begin writing draft in Week 8for final report | 1. begin draft in Week 8for final report 2. provide support for SA’s in writing final reports |

**Week 10**

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| **Week 10: Typically, load tapers down to 40-50%**  (2 – 2.5 hrs. daily) | **FOCUS: CELEBRATION AND REFLECTION**  **SUGGESTED RESPONSIBILITES** |  |
| **Teacher Candidate** | **School Advisor** | **Faculty Advisor** |
| ­   1. **summarize and bring closure to units** 2. **participate in report card writing** 3. conduct am or pm visits to other schools and classrooms, in consultation with your SA 4. return school and district resource materials 5. **participate in Final 3-Way Meeting** | 1. share draft of final report with your TC in Weeks 9/10 2. participate in Final 3-Way Meeting (bring 3 copies of final report and a final checklist) | 1. share draft with TC in Weeks 9/10 2. participate in Final 3-Way Meeting (bring 3 copies of final report and a final checklist) |