

 University of Victoria Education	East Kootenay Teacher Education Program Room 185, College of the Rockies campus Cranbrook, BC Phone: 250-489-8228	Practicum Preparation Checklist Teacher Candidate:
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Practicum: ☐ 251 ☐ 351 ☐ 451

Teacher candidates are required to keep a practicum binder. This practicum binder must be available for review by the mentor teacher(s), field advisor and/or school administrator(s). The practicum binder includes:

- ☐ Practicum Preparation Checklist (this form)
- ☐ A copy of the *Professional Standards for Educators in BC* (Appendix B of Field Experience Handbook). If completing a practicum outside of BC, please also include the Professional Standards for the jurisdiction in which you are completing your practicum
- ☐ A copy of the First Peoples Principles of Learning, and the Territorial Acknowledgement for your school/district.
- ☐ School calendar showing school activities, staff meetings, Pro D days, Parent Teacher Interviews, field trips, etc.
- ☐ School documents, or access to documents, such as daily bulletins/announcements, fire/earthquake/lock down procedures, school code of conduct, school handbook
- ☐ School/class timetable indicating subjects, times and lessons for which you will be responsible
- ☐ Class list(s), which the mentor teacher has gone through with you, to ensure the learning needs of all students have been addressed, and to ensure you have accessed additional resources and support, such as IEPs and Behaviour Support Plans, as required
- ☐ A completed **Practicum Planning Template** outlining units to be taught, with tentative lesson topics/ideas identified, along with any school events that will impact your planning (see Brightspace)
- ☐ **Unit Plans** for each unit that you will teach in your first two weeks of teaching, which must include:
 - big ideas, linked to learning standards (curricular competencies and content) and core competencies
 - an assessment plan, linking student demonstrations of learning back to the big ideas, standards and competencies through both formative and summative means
 - a **brief** sequence of each lesson in the unit, including intentions, student activities, differentiation, and other considerations
- ☐ The first two complete **lesson/learning plans** for each of the units above, detailing
 - intentions/objectives (identified in the unit plan above)
 - instructional strategies (including differentiation), learning activities, and formative and summative assessment strategies, all connected to the intentions
 - time allocations, resource needs, organizational prompts and other considerations
- New: In ED-P 251 at least three lessons must be fully Indigenized. In ED-P 351 at least 6 lessons must be fully Indigenized. In ED-P 451 at least 9 lessons must be fully Indigenized.

Field Advisor: Please ensure the teacher candidate has successfully completed the Practicum Preparation requirements prior to commencing teaching.

☐ Complete
☐ Incomplete

Comments:			
Signed:	<i>Field Advisor:</i>	Date:	

Supervisor: Please upload to Brightspace.