

Initial Classroom Experiences

Guidance for Sponsor Teachers + Pre-Service Student Teachers

Dear Mentor Teachers,

Thank you for volunteering and being willing to work with our undergraduate pre-service student teachers (STs) in these valuable initial classroom experiences.

Throughout these third and fourth-year practicums and multiple school visits, STs are required to spend a minimum of 2.5 hours a week over 10 weeks with you and your students. It is our hope that our STs will become more confident in being in the classroom, interacting with members of the school community, leading activities, and teaching mini and full lessons that prepare them for more advanced practica in their final Professional Year Program (PYP).

Once a month, STs meet with me and their classmates to share reflections and discuss their progress. They learn about what it means to be a reflective practitioner and become aware of key thought processes - making connections to theories and beliefs about students and how they learn, plans for teaching, and decisions teachers make while teaching.

STs are expected to fit into the classroom climate and be an **active participant** while observing, not a distraction in the classroom. They will look for ways to initiate discussions with their sponsor teacher to decide in which ways they could be involved (service-learning). Most of their time in the classroom should be spent participating in action by working with students individually or in small groups and teaching mini or full lessons. **STs in EDUC 303 and 402 are expected to plan and teach formal lessons with the guidance of their sponsor teacher and also receive written anecdotal feedback.**

If you have any questions or concerns, please contact me or the placement coordinator, June Smith (june.smith@twu.ca). Our undergraduate initial classroom experiences are only possible with your support. Thank you for partnering with us in Teacher Education.

Sincerely,

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