## Progression Table for EDB150

These students are in their 3rd of a BEd (Secondary) course. This is the 3rd professional experience for students. In this prac students should be planning for and teaching a sequence of lessons to ONE class over the 3-4 weeks as well as planning for and teaching single lessons for other classes. This semester the students have learnt about using assessment to support the learning of students of varying abilities and characteristics.

*Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this practicum.*

<table>
<thead>
<tr>
<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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</table>
| 1 – 5                           | **Observations:** assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
**Working with individuals and small groups.**  
**Whole class teaching:** planning for and teaching 3 lessons (approx. 80-100 mins)  
**Ongoing development:** discussions with teacher and daily written critical reflections. | Interim report due Day 10 |
| 6 – 10                          | **Observations:** assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
**Working with individuals and small groups.**  
**Whole class teaching:** planning for and teaching 2 lessons (approx. 80-100 mins)  
**Whole class teaching:** planning for and teaching 3 sequential lessons for ONE class (approx. 80-100 mins)  
**Ongoing development:** discussions with teacher and daily written critical reflections.  
**Identify** current professional learning needs and goals. | Interim report due Day 10 |
| 11 – 15 | • Reflect on interim report and supervising teacher comments and discussion.  
• Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• Working with individuals and small groups.  
• Whole class teaching: planning for and teaching 2 lessons (approx. 80-100 mins)  
• Whole class teaching: planning for and teaching 3-4 sequential lessons for ONE class (approx. 80-100 mins). This should be the SAME class you taught the sequential classes to last week.  
• Ongoing development: discussions with teacher and daily written critical reflections.  
• Identify current professional learning needs and goals. |
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| 16 – 20 | • Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• Small group teaching: planning for small group lessons for groups of different abilities.  
• Working with individuals and small groups.  
• Whole class teaching: planning for and teaching 3-4 lessons (approx. 80-100 mins)  
• Whole class teaching: planning for and teaching 4 sequential lessons for ONE class (approx. 80-100 mins). This should be the SAME class you taught the sequential classes to last week.  
• Ongoing development: discussions with teacher and  
• Identify current professional learning needs and goals. | Final report due Day 20 |