



PRACTICUM HANDBOOK

A Guide for Associate Teachers, Teacher Candidates,
School Administrators and School Coordinators

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Practicum Handbook

Foreword to Teacher Candidates:

For reference purposes, carry this **Handbook** with you to all practicum activities.

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The Practicum Program

Practicum consists of three components:

- Four practice teaching blocks in assigned schools, one block in each of the four program terms
- Two alternative field experience blocks *in Year two* of the program
- Presentations and workshops to support professional practice scheduled weekly throughout the program

To qualify for the B.Ed. Teacher Candidates must successfully complete all three components.

Requirements for Participation in Practicum

Admission to the B.Ed. program entails admission to the practicum program, **provided the following requirements are met:**

1. **Essential Skills & Abilities Requirement:** Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools. Teacher Candidates must, therefore, possess the cognitive, communicative, sensory/motor, and emotional/social/interactional abilities necessary for these complex activities.
2. **Ethical Requirement:** Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to Ethical Standards for the Teaching Profession of the Ontario College of Teachers (Appendix II). Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
3. **Police Record Check Requirement:** A Police Record Check *which includes Vulnerable Sector Screening*, and which is acceptable to the school boards with whom we work is required before that Teacher Candidate can be placed in a school for practicum. If information appears on a Teacher Candidate's police record check that is unacceptable to school boards, that Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.
4. **Certification of completion of the Ministry of Labour Health and Safety eLearning module:** All Teacher Candidates are required to have the same occupational health and safety training as would an employee of the organization where they are placed (Bill 18, *Stronger Workplaces for a Stronger Economy Act, 2014*). Teacher Candidates must complete the basic training offered on-line by the Ministry of Labour.
5. **Attendance & Course Work Requirement:** Teacher Candidates must maintain a satisfactory record of attendance and satisfactory standing in all course work. Unexcused absences, non-participation in classes, and incomplete or unsatisfactory assignments or other course requirements are grounds for denying a practicum placement.

Initial Practicum Placement: Teacher Candidates who meet the requirements outlined above will be assigned an initial practicum placement. If any of these requirements are not met, a Teacher Candidate may be denied a practicum placement and may be required to withdraw from the program.

Teacher Candidate Attendance During Practicum

In order to qualify for the B.Ed. degree, Teacher Candidates must complete the entire practicum program.

During the practicum, Teacher Candidates are expected to be **at their assigned school** for the **full school day** on **all scheduled practicum days**.

This means a Candidate must be present in their assigned school for all of the practicum days. Absenteeism may require documentation (e.g., a medical certificate), make-up time, or an additional practicum assignment in May.

A Teacher Candidate who expects to be absent on a practicum day must inform . . .

- the Associate Teacher, as early as possible; and,
- the Teacher Education Office before 9:00 a.m. at 519.661.2093 or by e-mail: eduwo@uwo.ca

Can a Teacher Candidate get permission to miss a day (or two days, or a few days) of practicum?

No one in the Teacher Education Office, or the Associate Dean—will give a Teacher Candidate *permission* to be absent for any reason other than illness, religious observance, bereavement or other compassionate circumstances.

When employed as a teacher these are the only reasons that will justify absence from school.

All other absences are *unexcused* absences.

What are the consequences of unexcused absences?

The Faculty and Associate Teachers tend to draw conclusions about a Candidate's integrity and commitment to teaching by their attitude towards attendance. Absences for any reason other than illness, religious observance, bereavement or other compassionate circumstances, are akin to voluntary withdrawal from the practicum and could be grounds for terminating the practicum.

Progression: Terminating a practicum placement because of unexcused absences constitutes an unsatisfactory practicum. The Practicum Manager will review the circumstances surrounding unexcused absences with the Teacher Candidate and Practicum Consultant (if any), and the Associate Dean. Progression will be determined on a case by case basis.

Accidents and Injuries

During a practicum, a pupil, a staff member, or a Teacher Candidate may sustain an injury. Principals and Associate Teachers must ensure that such cases are fully recorded according to board regulations. The Ontario Ministry of Education has arranged for all Teacher Candidates to be covered for accidents and/or injuries while on unpaid practicum placements. Teacher Candidates complete an accident form "**Work/Education Placement Agreement 63-1352** (rev. 02/00)" prior to starting a practicum placement and submit it to the Teacher Education Office where it will be held until needed. In case of an accident, a Teacher Candidate should immediately call the Teacher Education Office with details 519 661-2093 or e-mail eduwo@uwo.ca. The Teacher Education Office must, within 24 hours of the incident, complete an Accident Report Form on behalf of the Teacher Candidate.

Bullying, Discrimination, Harassment

If a Teacher Candidate believes they are the subject of bullying, discrimination, or harassment at the hands of an Associate Teacher, the Candidate should attempt to resolve the matter **confidentially** and **informally**:

- discuss the matter with the Practicum Manager and/or Practicum Consultant;
- do **not** discuss the matter with other teachers or Teacher Candidates.

Depending on the severity and nature of the concern, the Practicum Consultant may encourage the Candidate to attempt to resolve the matter directly and privately with the Associate Teacher. If the Candidate is uncomfortable doing so, the Practicum Consultant **may immediately terminate** the practicum placement **without prejudice** to either the Candidate or Associate Teacher. Whether or not the practicum placement is terminated, the Practicum Consultant:

- **must alert the Associate Teacher** to the concern;
- **must propose a meeting with the Associate Teacher with Federation support** to mediate the situation, if the Associate Teacher wishes to do so.
- If the matter is not resolved through these informal procedures, the Teacher Candidate may pursue the matter more formally by reporting the concern to the School Principal who will then invoke the Board of Education's Harassment Policy. If the Candidate chooses to proceed in this manner, the Candidate must provide the Associate Teacher with a written statement of the complaint within three days of reporting it to the Principal—see [Ontario Teachers' Federation \(OTF\) Guidelines Regarding Harassment Complaints That Arise During Practicum Placements](#)

Preferred Process for Teacher Candidates to Follow for Complaints of Alleged Harassment

In cases where a Teacher Candidate believes he/ she is the subject of harassment, the following process is recommended:

- The Teacher Candidate should discuss the issue with Manager of Practicum or a Practicum Consultant. Depending on the severity and nature of the concern, the Teacher Candidate should be encouraged to first take it up with the Associate Teacher. If the Teacher Candidate is uncomfortable doing so, the Practicum Consultant should contact the Associate Teacher, and propose a meeting with Federation support to mediate the situation.
- If the matter cannot be resolved in this way, the Teacher Candidate might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the Teacher Candidate to the school Principal, who would then follow their Board's Harassment Policy. In such cases, the Teacher Candidate is obliged to provide the Associate Teacher with a written statement of the complaint registered with the Principal within three days. [Ontario Teachers' Federation \(OTF\) Guidelines Regarding Harassment Complaints That Arise During Practicum Placements](#) (p. 2)

Inclement Weather

Listen to a local radio station and school board websites in the morning to get information about possible school closings. If possible, contact your Associate Teacher for confirmation. A Teacher Candidate who cannot attend school because of inclement weather must inform . . .

- the Associate Teacher - as early as possible; and,

- the Teacher Education Office before 9:00 a.m. at 519.661.2093 or by e-mail: eduwo@uwo.ca

Associate Teacher Absence

Teacher Candidates must not

- be left on their own during the absence of an Associate Teacher;
- assume unsupervised responsibility for students;
- take the place of a supply teacher.

If an Associate Teacher's absence is expected to be three days or less, a Teacher Candidate may continue under the supervision of a supply teacher. If an Associate Teacher is expected to be absent for an extended period of time, the school should inform the Teacher Education Office at the Faculty of Education.

The Practicum Team

The Faculty of Education has a strong team of persons working to support the practicum program and all Teacher Candidates and Associate Teachers.

Practicum Manager

Carolyn Wilson cwils66@uwo.ca is the Faculty's *point of contact* for Teacher Candidates, Associate Teachers, and Principals. She ensures that all Teacher Candidates are provided with:

- access to practicum guidelines and policies, including OCT Standards of Practice and Ethical Guidelines,
- expectations for their work and performance during practicum;
- appropriate placements for each practicum block;
- the assistance of Practicum Consultants, as needed, while on practicum.

Practicum Consultants

Practicum Consultants, ***On Call***, visit Teacher Candidates and Associate Teachers who have concerns or difficulties during the practicum. Practicum Consultants, *On Call*, undertake on-site observation and consultation, and ensure full documentation of events concerning the difficulty.

If you want a Practicum Consultant to visit your school, LET US KNOW: cwils66@uwo.ca

Practicum Consultants, ***Reporting***, observe Teacher Candidates on practicum in Year 2, by appointment, and prepare written reports for the Teacher Candidate and the Teacher Education Office.

A Practicum Consultant will LET YOU KNOW when he or she is planning to visit your school.

Practicum Support

DO YOU HAVE CONCERNS ABOUT THE PRACTICUM? IS SOMEONE IN DIFFICULTY? DO YOU NEED SUPPORT?

If you are an Associate Teacher or a Teacher Candidate, you will be offered all the support you require during the practicum—*all you have to do is ask*.

TEACHER CANDIDATES

If you have questions or need advice or support during the practicum—if you are having difficulty with your teaching assignments, if you and your Associate Teacher cannot seem to communicate, if you believe you are experiencing harassment or discrimination—**LET US KNOW**.

- **DO NOT complain to other teachers or Teacher Candidates**—to do so is unethical and contrary to the bylaws of the Ontario Teachers Federation which you took an oath to honour.
- **DO send a confidential e-mail message (using your @uwo.ca account)** outlining your concern—to **Carolyn Wilson** (cwils66@uwo.ca).

Carolyn will respond by e-mail. She may:

- answer your question or tell you where to find the answer yourself;
- offer advice to help you solve the problem yourself;
- send a **Practicum Consultant, On Call**, to the school to meet with and assist you.

ASSOCIATE TEACHERS

If you have questions or need advice or support during the practicum—if you have concerns about your Teacher Candidate or just need clarification about expectations—**LET US KNOW**.

If you believe your Teacher Candidate may not be successful on the practicum—**LET US KNOW**.

No Associate Teacher should make an unsatisfactory assessment of a Teacher Candidate without support from a **Practicum Consultant, On Call**. If you would like a Practicum Consultant's support during the practicum, **LET US KNOW** by sending an e-mail message to **Carolyn Wilson** (cwils66@uwo.ca). **A Practicum Consultant, On Call, will be at your school the next day.**

Principal's Role

The Principal's support and encouragement is vital to the success of the practicum program:

- The Principal nominates teachers to be Associate Teachers; no teacher becomes an Associate Teacher unless nominated by the Principal
- Teachers are nominated to be Associate Teachers who can model effective teaching and who are prepared to support and guide Teacher Candidates with patience and compassion

Before the Teacher Candidates first visit to the school, the Principal should . . .

- designate a **School Coordinator** for practicum activities;
- consult with the Associate Teachers to clarify expectations as needed;
- inform students, parents, and caregivers about the practicum and the schools role in teacher education.

During the block practicum, the Principal should . . .

- consult with the School Coordinator and Associate Teachers as needed.

The Principal's Responsibility when an Associate Teacher is absent

Principals must ensure that Teacher Candidates are *never* . . .

- * asked to assume unsupervised responsibility for students; or,
- * asked to take the place of a supply teacher.

- **A supply teacher or another teacher must be present in the classroom with a Teacher Candidate.**
- **It is not sufficient to identify a teacher elsewhere in the school to 'look in on' the Teacher Candidate.**

If an Associate Teacher's absence is expected to be three days or less, a Teacher Candidate may continue under the supervision of a supply teacher. If an Associate Teacher is expected to be absent for an extended time, the school should inform the Teacher Education Office at the Faculty of Education.

Telephone: **519 661-2093** E-mail: eduwo@uwo.ca

School Coordinator's Role

The School Coordinator is an Associate Teacher, Vice Principal, or Principal who is the Faculty's contact person and who supports and facilitates practicum activities in the school.

Before the Teacher Candidates first visit to the school, the School Coordinator should . . .

- communicate with Associate Teachers about expectations for the practicum

During orientation days, the School Coordinator should . . .

- arrange an orientation of Teacher Candidates to the school, with introductions to staff and administration
- organize suitable introductory activities for Teacher Candidates such as. . .
 - a school tour (perhaps led by students);
 - a review of school goals and philosophy, policies and procedures;
 - an overview of programs, routines, timetables, supervision schedules;
 - special resources, extracurricular activities, parental/caregiver involvement, etc.

During the block practica, the School Coordinator should . . .

- assist Associate Teachers and Teacher Candidates in arranging observations in a variety of classrooms including different grade levels and subject areas
- facilitate Teacher Candidate involvement in whole school and extracurricular activities
- maintain contact with the Faculty of Education as needed
- ensure an Associate Teacher contacts the Faculty of Education immediately if a Teacher Candidate experiences difficulties or if the Associate Teacher is concerned about the Candidate's progress
 - **Carolyn Wilson** (cwils66@uwo.ca) / 519 661 2111 ext. 81158
 - A Practicum Consultant, On Call, will be at your school the next day.

Associate Teacher's Role

Associate Teachers provide the guidance necessary for Teacher Candidates to grow and develop professionally through classroom practice. The atmosphere of trust and respect established by the Associate Teacher is essential to the success of the practicum experience.

Before the Teacher Candidates first visit, Associate Teachers should . . .

- communicate with the School Coordinator;
- set aside a place within the classroom where the Teacher Candidate may sit, work, observe, etc.

On the First Day, Associate Teachers should . . .

- read the Teacher Candidate's Profile, and welcome and introduce the Teacher Candidate to the class;
- facilitate the Teacher Candidate's access to information about the school and classroom, providing schedules, timetables, seating plans, student lists, duty rosters, etc., as available;
- provide opportunities for the Teacher Candidate to observe all aspects of the Associate Teacher's work;
- plan observation activities with the Teacher Candidate;
- inform the School Coordinator and Faculty of Education immediately of any Teacher Candidate who seems to be experiencing difficulties or about whom there are concerns.

During the Practicum, Associate Teachers should . . .

- model your best classroom teaching strategies, and discuss them with your Teacher Candidate;
- share your expertise – your knowledge of learners, schools, teaching strategies, classroom management;
- invite your Teacher Candidate to participate with you in teacher activities in the school; permit your Teacher Candidate to explore other parts of the school and to engage in Faculty-assigned activities;
- encourage your Teacher Candidate to engage with students and assist you with your lessons;
- identify with your Teacher Candidate the subject(s) and topics he or she will teach
- ***expect written lesson plans***, provide guidance, observe the Teacher Candidate while he or she teaches, and provide written feedback afterwards;
- assist the Teacher Candidate with his or her self-evaluation and with setting goals for the next practicum

INFORMATION FOR ASSOCIATE TEACHERS WHICH IS SPECIFIC TO EACH OF THE FOUR PRACTICA CAN BE FOUND ON PAGES 28 – 35.

At the end of the practicum block, Associate Teachers should . . .

- recognize that Teacher Candidates must return to the Faculty and to their course work, and that it is inappropriate to ask the Teacher Candidate to continue to do marking or other practicum work, or to return to the school to finish up something that may not have gotten done during the block.

Pre & Post Teaching Discussions

Pre-teaching

It is helpful for an Associate Teacher to hold a pre-teaching conference before observing and evaluating a Teacher Candidate's lesson. Together you can identify a teaching practice which the Teacher Candidate needs to strengthen and wants to focus on in the lesson. The focus might be, for example . . .

- lesson organization and structure;
- interaction with individuals and groups within the class;
- response to individual differences;
- questioning techniques;
- effect of personal qualities and mannerisms on teaching effectiveness;
- use of resources;

Post-Teaching

Teacher Candidates crave and need feedback from Associate Teachers. Teacher Candidates say the best Associate Teachers provide high quality feedback. An informal post-teaching conference should follow soon after each class the Teacher Candidate teaches, and at least should occur at the end of each day. The conference should . . .

- take place in private - not in the presence of other teachers, Teacher Candidates, or students;
- be accompanied by written comments, upon which the Teacher Candidate may reflect or refer back to;
- give positive feedback and identify strengths - everyone needs encouragement;
- identify areas of weakness - everyone can improve;
- encourage the Teacher Candidate to be self-evaluative, and to reflect on his or her own performance

Associate Teacher Feedback to Teacher Candidate (Sample Feedback Form 1)

Teacher Candidate: _____ Date of Observation: _____

Lesson Topic: _____

Observation Notes:

Planning and Preparation	Instruction	Assessment	Professional Growth
<ul style="list-style-type: none"> <input type="checkbox"/> has a well written lesson plan <input type="checkbox"/> appropriate goals and objectives <input type="checkbox"/> materials are prepared and organized <input type="checkbox"/> materials are developmentally and culturally appropriate <input type="checkbox"/> teaching strategies are developmentally appropriate <input type="checkbox"/> activities are diversified to meet needs of all learners <input type="checkbox"/> demonstrates knowledge of content 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates clearly <input type="checkbox"/> engages all students in learning. <input type="checkbox"/> uses questioning and discussion techniques to enhance student learning <input type="checkbox"/> provides consistent and timely feedback to students <input type="checkbox"/> demonstrates flexibility in all situations <input type="checkbox"/> uses resources appropriate for the lesson and student's needs <input type="checkbox"/> plans for collaboration among students as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> monitors student learning <input type="checkbox"/> uses assessment to inform & modify instruction <input type="checkbox"/> reflects on effectiveness of lesson. <input type="checkbox"/> maintains accurate records of student progress. <p>Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates environment of respect <input type="checkbox"/> is knowledgeable about students <input type="checkbox"/> manages classroom procedures <input type="checkbox"/> manages student behaviour <input type="checkbox"/> organizes physical space 	<ul style="list-style-type: none"> <input type="checkbox"/> accepts feedback in a professional manner and responds accordingly <input type="checkbox"/> establishes supportive and cooperative relationships with school staff <input type="checkbox"/> establishes supportive and cooperative relationships with students <input type="checkbox"/> demonstrates professionalism through personal appearance and presentation <input type="checkbox"/> seeks opportunities for professional growth

Summary of Strengths:

Needs Work:

Teacher Candidate's Next Steps (including dates for completion & re-evaluation):

Associate Teacher's Next Steps (including dates for completion):

Additional Notes:

Associate Teacher Feedback to Teacher Candidate

Sample Feedback Form 2

Teacher Candidate: _____

Subject/Class/Lesson _____

Topic: _____

Practicum (circle one): **YEAR 1 - 1st 2nd** **YEAR 2 - 3rd 4th** Date: _____

Level 1	Level 2	Level 3	Level 4
Needs improvement	Making progress	Very Good	Outstanding
<i>Use words such as rarely, never, poor or poorly, unacceptable</i>	<i>Use words such as sometimes, somewhat, adequate, acceptable</i>	<i>Use words such as usually, often, generally, very good</i>	<i>Use words such as always, excellent, superior, extensive</i>

A. Environment

Comments

- is knowledgeable about students
- creates an environment of respect
- manages classroom procedures
- organizes physical space
- adapts lessons to the dynamics and flow of the class
- manages student behaviour

B. Preparation/Organization

Comments

- lessons are well-prepared
- demonstrates knowledge of curriculum
- materials are developmentally and culturally appropriate
- provides consistent and timely feedback to students
- uses of class time effectively
- activities are diversified to meet needs of all learners
- monitors student understanding of lesson content

C. Classroom Procedure

Comments

- pace of lessons is effective
- provides clear instructions, explanations
- integrates instructional elements (lesson, technology, materials)
- uses a variety of instructional activities
- uses effective questioning and discussion to enhance student learning

D. Teaching Qualities

Comments

- demonstrates flexibility in all situations
- demonstrates confidence
- uses voice effectively (speed, tone, inflection, volume)
- demonstrates a 'teacher presence' in the classroom

Summary of Strengths:

Summary of Areas Needing Improvement:

Teacher Candidate's Role and Responsibilities

Teacher Candidate Profile for Practicum One

Contact your Associate Teacher by telephone or e-mail prior to the start of the practicum.

Introduce yourself; confirm a time and place to meet on your first day.

Send your PROFILE to help your Associate Teacher get to know you, your background, interests, & strengths.

Take copies to the school with you; leave a copy in the School Office for the Principal.

PERSONAL INFORMATION	
NAME	
Program (PJ, JI, IS)	
Subject Areas (for JI & IS)	
Specialty Area	
Undergraduate Degrees Majors & Minors	
Work Experience	
Experience with Young People	
Areas of Strength & Special Skill	
Goals for this Practicum	
Why do you want to teach?	
Other information you would like your Associate Teacher to know about you.	

Teacher Education PROGRAM INFORMATION

Courses I Completed in Year One:

Learning, Teaching, & Development
Aboriginal Education

Special Education & Inclusion
Social Foundations

Classroom Management
Specialty Course

Other Courses I Completed in Year One:

NOTE TO CANDIDATES:

- **EACH PRACTICUM HAS A *CORRESPONDING TEACHER CANDIDATE PROFILE*. PLEASE COMPLETE AND SEND THE APPROPRIATE PROFILE AS AN ATTACHMENT TO THE INTRODUCTORY EMAIL THAT YOU SEND TO EACH OF YOUR ASSOCIATE TEACHERS. WORD VERSIONS OF EACH FORM CAN BE FOUND [HERE](#).**
- **ALSO INCLUDE AS AN ATTACHMENT TO YOUR INTRODUCTORY EMAIL A COPY OF YOUR [PROGRAM SUMMARY](#).**

First Day at Practicum

- ☑ Email your Associate Teacher prior to your first visit to set an arrival time.

Don't Leave Home Without . . .

- ✓ dressing appropriately—if you're not sure what **'business casual'** means, find out.
- ✓ wearing your **photo ID card** and carrying proof of your **Police Reference Check**.
- ✓ carrying your Organizational Binder.

Arrive Early . . .

- ✓ **Sign in at to the school office.**
- ✓ Ask about meeting the **School Coordinator**—the person in charge of Teacher Candidates.
- ✓ Give your Associate Teacher and School Coordinator a copy of your **Teacher Candidate Profile**.

Begin Orienting Yourself to the School & Classroom . . .

- ✓ find out where to park, where the teachers' washrooms are, who works in the front office;
- ✓ begin to develop professional relationships with your Associate Teacher, the principal, other teachers;
- ✓ talk to some of the students and learn their names; observe your Associate Teacher interacting with students;
- ✓ ask your Associate Teacher to delegate 2 or 3 students to show you around the school;
- ✓ if your Associate Teacher is on supervision duty, go along—this is a good opportunity to observe students;
- ✓ if your Associate Teacher takes you to the staff room, find out what the 'rules' are for use of the staff room;
- ✓ ask for copies of the following, if they are available:
 - school map, handbook, philosophy, mission statement, code of conduct, calendar;
 - policies on arrival & departure times, dress standards, school routines, discipline;
 - protocol on use of photocopiers, parking, etc.
- ✓ **keep everything organized in your Organizational Binder.**

Expectations for Teacher Candidates

Duties of a Teacher

264. (1) It is the duty of a teacher and a temporary teacher,

- (a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal;
- (b) to encourage the pupils in the pursuit of learning;
- (c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;
- (d) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school;
- (e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;
- (f) in instruction and in all communications with the pupils in regard to discipline and the management of the school,
 - (i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or
 - (ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study;
- (g) to conduct the teacher's class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers;
- (h) to participate in professional activity days as designated by the board under the regulations;
- (i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore;
- (j) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased; and
- (k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,
 - (i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and
 - (ii) in all subject areas, only textbooks that are approved by the board;
- (l) to perform all duties assigned in accordance with this Act and the regulations. R.S.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

Professional Conduct

These guidelines were developed with the advice of Associate Teachers to help you judge whether or not your conduct is professional.

When at your school, BE a teacher: conduct yourself professionally.

As a matter of COURTESY, check out written and unwritten rules about . . .

- parking, so you don't displace the regular staff
- use of photocopiers - always get permission from your Associate Teacher (and if the copying is for yourself or a section of this handbook rather than for a class you are teaching, supply your own paper);
- lunch room and staff room routines and customs.

As a matter of PROFESSIONALISM . . .

- arrive early;
- dress appropriately;
- prepare your lessons and materials thoroughly and in advance;
- avoid gossip, innuendo, cynicism, inappropriate language;
- use time before and after school in meaningful, professional ways.

As a matter of LEGALITY. . . Teacher Candidates are associate members of the Ontario Teachers' Federation (Section 4.(2)), and are therefore subject to the regulations of the Teaching Profession Act.

- Arrive early enough to be in class for the legally specified amount of time before school;
- Never, under any circumstance, communicate with students through e-mail or by telephone;
- Never collect or disseminate personal e-mail addresses or telephone numbers;
- Maintain strict confidentiality about all information you may acquire about students, teachers, families, or others with connections to the school.

As a matter of PROFESSIONALISM, MAKING A GOOD IMPRESSION, and BEING TAKEN SERIOUSLY. . .

- Do the most of which you are capable, not the least; just getting by is unprofessional.
- Arrive at school early enough to attend to last minute preparations and get to class in good time.
- Demonstrate your commitment to students and learning by preparing detailed, high quality lesson plans.
- Prepare your lessons a couple of days in advance to allow time to consult with your Associate Teacher before you teach the lesson. Doing your lesson planning in a spare period gives Associate Teachers the impression you are not putting much thought or effort into your teaching responsibilities.
- Stay after school long enough to meet with your Associate Teacher and to engage in some of the non-academic aspects of school life. You must be at your school for the entire school day, even if you are not engaged in direct teaching for parts of the day. Use your initiative; make good use of your time.
- Demonstrate your commitment to professional learning by acting on constructive criticism.
- You are not "one of the kids" - you can be friendly but it is unprofessional to be friends with your students.
- Avoid inappropriate language - profane, vulgar, or slang language is unprofessional.
- Respect student confidentiality - discuss students in your classes only with other professional persons and only on a need-to-know basis.
- Never gossip about students, Associate Teachers, other teachers, other Teacher Candidates - *anyone*.
- If you are having difficulties in your relationship with your Associate Teacher and cannot resolve them directly with him or her, speak privately to Manager of Practicum.



Ethical Standards for the Teaching Profession

Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care: The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect: Intrinsic to the ethical standard of Respect are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust: The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity: Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Standards of Practice

The following are the five **Standards of Practice** for the Teaching Profession of the **Ontario College of Teachers**.

Introduction

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgement and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

What do Associate Teachers look for in a Teacher Candidate?

We asked Associate Teachers what they looked for in teacher candidates. This is what they said.

Passion

- * an inherent desire to be a good teacher
- * dedication . . . enthusiasm . . . joy

Willingness to learn:

- * to take risks, try new ways to do things, make mistakes
- * to work independently . . . to be flexible & creative . . . to take initiative
- * receptive to feedback . . . willing to seek support when needed
- * reflective & self-evaluative

Ability to relate to students:

- * a genuine interest in people
- * eager to learn about students and their needs.
- * compassion . . . patience . . . empathy . . . understanding . . . caring . . . nurturance
- * to establish a trusting and respectful rapport
- * to establish a natural, easy, loving connection with students

Confidence:

- * comfort with who they are . . . a positive attitude

Relevant skills:

- * ability to modify their teaching strategies and approaches based on the needs and abilities of students
- * organization skills, planning skills

Willingness to work hard:

- * active involvement in many areas of the classroom
- * participation in extra-curricular activities
- * recognition that teaching is ***a way of life***

Ideas for Organizational Binder

These are the suggested topics for your organizational binder for Practicum #1.

<p>1. Instructional Organization...</p> <ul style="list-style-type: none"> -create a daily schedule that outlines the organization of class times, subject areas, lessons and learning activities -include each lesson plan that you will teach with the accompanying handouts for each of the lesson plans
<p>2. Classroom and School Organization...</p> <ul style="list-style-type: none"> -timetables -class lists -seating plans -supervision schedules – hall/yard/lunchroom/bus duty -calendars -meetings -auditorium presentations/assemblies -field trip information -professional information such as a copy of the Teacher Candidate Profile for Practicum #1, the Police Record Check and the certificate of completion for the Ministry of Labour Health & Safety eLearning module.
<p>3. Student Information...</p> <ul style="list-style-type: none"> -student assessments and evaluations -anecdotal notes and observations, rubrics, checklists, marks
<p>4. Observations...Practicum #1</p> <ul style="list-style-type: none"> -use the Active Observation Logbook (from The Practicum Link) – with active observation templates and information to guide and support you throughout the practicum. -observations, teaching/learning information -reflections -talking points from debriefing notes with Associate Teacher
<p>5. Resources...</p> <ul style="list-style-type: none"> -instructional and assessment strategies -curriculum resources and materials -website, on line support -professional development resources -field trip information -guest speakers

The Western Education Practicum Handbook, A Guide for Associate Teachers, Teacher Candidates, School Administrators and School Coordinators will be an essential resource to use throughout the practicum.

Practicum One

Observing, Assisting, Planning, Teaching, Reflecting

Purpose of Practicum One: Teacher Candidates acquire a “big picture” understanding of schools, communities, students, and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons.

Weekly Expectations

First week: observe & assist.

Second Week: observe, assist, plan some lessons.

Third week: observe, assist, plan, teach some lessons.

Fourth week: observe, assist, plan, teach some lessons, self-evaluate.

At all times: reflect.

As an Associate Teacher, you can support your Teacher Candidate by:

- **welcoming** your Teacher Candidate to the school, inviting him or her to the staff room, and introducing him or her to others in the school;
- **assisting** your Teacher Candidate in clarifying learning goals for the practicum;
- **modelling** your best classroom teaching strategies, and discussing them with your Teacher Candidate;
- **encouraging** your Teacher Candidate to
 - engage with students and assist you with your lessons;
 - observe in other classrooms with other teachers;
 - visit and observe in other parts of the school to get a “big picture” of what schools are like;
- **discussing** with your Teacher Candidate what his or her first teaching responsibilities will be, and doing so in plenty of time to permit the Teacher Candidate to make written lesson plans for your review prior to teaching;
- **maximizing success** by using your best professional judgement to assign teaching responsibilities that draw upon your Teacher Candidate’s strengths;
- **expecting written lesson plans**—during this practicum, these should be very detailed; later, as your Teacher Candidate gains experience and can demonstrate good teaching, lesson plans can become briefer;
- **observing** your Teacher Candidate while he or she interacts with students, and providing constructive feedback afterwards (preferably in writing).

As a Teacher Candidate, you can maximize your chances of success by:

- **using** the active observation templates in your **Logbook**, and following your **WEEKLY EXPECTATIONS** chart;
- **using your initiative** to find ways to learn about the school as a whole, and to assist your Associate Teacher, support students, and share your own skills and gifts in the classroom;
- **taking lesson planning seriously:** when you are more experienced, you will not need to prepare such detailed lesson plans; right now they are important in providing a record of what you teach during the practicum;
- **reflecting** upon your experiences in the school—at least weekly, make notes in your Organizational Handbook about what you have observed and learned.

PRACTICUM 1 – WEEKLY EXPECTATIONS

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skills and confidence. **Weekly expectations are guidelines; not absolute requirements.**

WEEK ONE Observe and Assist	WEEK TWO Observe, Assist, and Plan	WEEK THREE Observe, Teach, and Plan	WEEK FOUR Observe, Teach, and Assess
<p>With your AT:</p> <p>Share your Profile.</p> <p>Select Active Observation Topics from Logbook to focus on this week (the following are recommended):</p> <p style="padding-left: 20px;">In the Classroom:</p> <ul style="list-style-type: none"> The Classroom Setting Learning About Students The Structure of a Lesson <p style="padding-left: 20px;">Around the School:</p> <ul style="list-style-type: none"> The School as a Community School Improvement Plan <p>Observe your AT during all aspects of the AT’s day; notice how and why your AT interacts with students, other teachers, others in the school.</p> <p>Observe other teachers and other classes as can be arranged.</p> <p>Assist individual students and small groups during classroom activities.</p> <p>Assist your AT in planning some classroom activities for students.</p> <p>Assist your AT in out-of-classroom duties and supervision.</p> <p>With your AT: Identify parts of lessons you will teach next week within your AT’s larger plan—e.g., introducing a topic, leading a discussion, giving directions, demonstrating a procedure.</p> <p>Make daily entries in your log book. Update your Organizational Binder.</p>	<p>Continue Active Observation of your AT, students, classroom, school.</p> <p>Focus on Lessons using Active Observation templates from Logbook (the following are recommended):</p> <ul style="list-style-type: none"> Lesson Preparation & Planning: Why? Lesson Preparation & Planning: Observing your AT Planning a Lesson: Guidelines Assessment & Evaluation <p>Continue:</p> <ul style="list-style-type: none"> • to observe other classes and teachers as can be arranged. • to assist your AT during lessons and out-of-classroom supervision. <p>Assist your AT by teaching parts of lessons as planned in week one.</p> <p>With your AT: Identify lessons and topics you will teach during week three—up to one lesson/day.</p> <p>With your AT: Review your lesson plans to make sure Monday’s lessons are ready and approved.</p> <p>Make daily entries in your log book. Update your Organizational Binder.</p>	<p>Continue to observe your AT, assist during lessons, teach parts of lessons, assist with supervision.</p> <p>Continue to observe in other areas of the school, and observe other teachers.</p> <p>Teach up to one lesson per day.</p> <p>Each day, revise the next day’s lesson plans based on feedback from your AT.</p> <p>With your AT: Identify lessons and topics you will teach during week four—up to two lessons/day.</p> <p>With your AT: Review your lesson plans to make sure Monday’s lessons are ready and approved.</p> <p>Make daily entries in your log book. Update your Organizational Binder.</p>	<p>Continue to observe your AT, assist during lessons, teach parts of lessons, and assist with supervision.</p> <p>Continue to observe other classes and other teachers as can be arranged.</p> <p>Teach up 1/4 of the day – 25%.</p> <p>Each day, revise the next day’s lesson plans based on feedback from your AT.</p> <p>With your AT: Pay special attention this week to</p> <ul style="list-style-type: none"> • assessing your own strengths; • identifying areas to focus on during the next practicum. <p>*On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher’s Report for Practicum 1</i> to evaluate your own performance on this practicum.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p> <p>Make daily entries in your log book. Update your Organizational Binder.</p> <p>Conclude with your self-evaluation.</p>
<p>The Importance of LESSON PLANS</p> <p>Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan.</p> <p>You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook on our web site- FORMS</p> <p>Your lesson plans must include:</p> <ul style="list-style-type: none"> ♦ appropriate curriculum <i>expectations and learning goals</i>; ♦ appropriate <i>instructional strategies</i> to support learning; ♦ appropriate <i>assessments</i> to support student learning. 			

Practicum Two

Observing, Assisting, Planning, Teaching, Reflecting

Purpose of Practicum Two: Teacher Candidates are introduced to the duties and responsibilities of classroom teachers, in particular to the professional expectations of teachers and to the planning and teaching of lessons. Teacher Candidates develop instructional strategies and other skills, and demonstrate their potential for success as a teacher.

Weekly Expectations

First week: **observe & assist.**

Second & Third Weeks: **observe, assist, plan, and teach some lessons.**

Third week: **observe, assist, plan, and teach.**

Fourth week: **observe, assist, plan, teach, self-evaluate.**

At all times: **reflect.**

As an Associate Teacher, you can support your Teacher Candidate by:

- **welcoming** your Teacher Candidate to the school, inviting him or her to the staff room, and introducing him or her to others in the school;
- **assisting** your Teacher Candidate in clarifying learning goals for the practicum;
- **encouraging** your Teacher Candidate to
 - engage with students and assist you with your lessons;
 - observe in other classrooms and other parts of the school with other teachers as can be arranged;
- **modelling** your best classroom teaching strategies, and discussing them with your Teacher Candidate;
- **discussing** with your Teacher Candidate what his or her first teaching responsibilities will be, and doing so in plenty of time to permit the Teacher Candidate to make written lesson plans for your review prior to teaching;
- **maximizing success** by using your best professional judgement to assign teaching responsibilities that draw upon your Teacher Candidate's strengths;
- **expecting written lesson plans**—during this practicum, these should be very detailed; later, as your Teacher Candidate gains experience and can demonstrate good teaching, lesson plans can become briefer;
- **observing** your Teacher Candidate while he or she interacts with students, and providing constructive feedback afterwards (preferably in writing).

As a Teacher Candidate, you can maximize your chances of success by:

- **using** the active observation templates in your **Logbook**, and following your **WEEKLY EXPECTATIONS** chart;
- **using your initiative** to find ways to assist your Associate Teacher, support students, and share your own skills and gifts in the classroom;
- **taking lesson planning seriously**: when you are more experienced, you will not need to prepare such detailed lesson plans; right now they are important in providing a record of what you teach during the practicum;
- **reflecting** upon your experiences in the school—at least weekly, make notes in your Organizational Handbook about what you have observed and learned.

PRACTICUM 2 – WEEKLY EXPECTATIONS

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **Weekly expectations are guidelines; not absolute requirements.** Individual differences in ATs and TCs must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. Plan for *gradual* assumption of responsibility. Start with the TC’s areas of greatest *strength* and *comfort*. Insist on detailed *written plans* before the TC steps in front of the class. Please provide regular feedback. TCs want and need your constructive comments.

WEEK ONE	WEEKS TWO and THREE	WEEK FOUR
Active Observation and Assist, Teach	Active Observation Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p style="text-align: center;">Teaching Work Load: Up to 1/3 of the day</p> <ul style="list-style-type: none"> • Share your Profile with your AT. • Observe your AT during all parts of the AT’s day (Continue to use the templates in the Active Observation Logbook) • Make getting to know the students and their names a priority • Observe other teachers and other classes as can be arranged. • Assist your AT in all out-of-classroom duties and supervision. <p>With your AT: Identify lessons and topics you will teach. Begin slowly—up to 1/3 of the day by the end of the week.</p> <p>Establish and maintain your Practicum TWO Organizational Binder. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules (hall, yard, etc.) • your daily schedule with notes • all your lesson plans • AT’s feedback (if not provided in writing, make notes about it) • your reflective comments on what you are observing and learning resources 	<p style="text-align: center;">Teaching Work Load: Up to 1/3 or 1/2 of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school. • Continue to observe other classes and teachers as can be arranged. • Continue to assist your AT during lessons and all out-of-classroom supervision. <p>With your AT: Identify lessons and topics you will teach – up to 1/3 to 1/2 of the day based on your readiness and ability.</p> <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;">Make daily entries/updates in your Organizational Binder</p>	<p style="text-align: center;">Teaching Work Load: Up to 50% of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school. • Continue to observe other classes and teachers as can be arranged. • Continue to assist your AT during lessons and all out-of-classroom supervision. <p>With your AT: Identify lessons and topics you will teach—up to 50% of the day.</p> <p>◆ On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher’s Report for Practicum 2</i> to evaluate your own performance on this practicum.</p> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;">Make daily entries/updates in your Organizational Binder</p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p>

The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan.

Your Associate Teacher is responsible for everything that happens in his or her classroom, and needs to know that what you intend to do is acceptable, safe, and educative.

When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans. At this point, as a learner, you **must**.

You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample **lesson plan templates** in the Practicum Handbook on our web site- [FORMS](#)

Your lesson plans must include:

◆ appropriate curriculum **expectations and learning goals**; ◆ appropriate **instructional strategies** to support learning; ◆ appropriate **assessments** to support student learning.

Practicum Three

Observing, Planning, Teaching, Assessing, Reflecting, Self-Evaluating

Purpose of Practicum Three: Teacher Candidates develop their teaching skills and grow in independence with respect to lesson planning and teaching the curriculum.

Weekly Expectations

First two weeks of September: **observe, assist, plan.**

Next four weeks: **gradually assume teaching responsibilities—plan, teach, assess, self-evaluate.**

At all times: **reflect.**

As an Associate Teacher, you can support your Teacher Candidate by:

- **assisting** your Teacher Candidate in clarifying learning goals for the practicum;
- **modelling** your best classroom teaching strategies, and discussing them with your Teacher Candidate; *your Teacher Candidate must observe you teaching a subject or class before he or she can be expected to do so;*
- **encouraging** your Teacher Candidate to engage with students and assist you with your lessons;
- **using your best professional judgement** to determine when and how your Teacher Candidate begins to assume teaching responsibilities;
- **maximizing success** by assigning teaching responsibilities that draw upon your Teacher Candidate's strengths, and adding responsibility gradually;
- **expecting written lesson plans**—at first these should be very detailed, but should become less so as your Teacher Candidate is able to assume greater teaching responsibilities;
- **observing** your Teacher Candidate while he or she teaches, and providing constructive feedback afterwards (preferably in writing).

As a Teacher Candidate, you can maximize your chances of success by:

- **using** the active observation templates in your **Logbook**, and following your **WEEKLY EXPECTATIONS** chart;
- **using your initiative** to find ways to assist your Associate Teacher, support students, and share your own skills and gifts in the classroom;
- **taking lesson planning seriously:** when you are more experienced, you will not need to prepare such detailed lesson plans; at this point, as a learner, *they protect both you and the Associate Teacher* by providing a record of what the Associate Teacher approved and of what you teach during the practicum;
- **reflecting** upon your experiences in the classroom; at least weekly, make notes in your Organizational Handbook about what you have observed and learned.

PRACTICUM 3 – WEEKLY EXPECTATIONS

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **These weekly expectations, therefore, are guidelines, not absolute requirements.** Individual differences in ATs and TCs—in all teachers and learners—must be respected. Two suggestions:

- ATs and TCs should **plan together** the responsibilities the TC will assume during the practicum, and how quickly. *Gradual* assumption of responsibility gets better results than the *sink or swim* approach. Start with the TC’s areas of greatest *strength* and *comfort*.
- **Insist on detailed written plans before the TC steps in front of the class**, and provide regular feedback—TCs want and need your constructive comments.

WEEKS ONE and TWO	WEEKS THREE, FOUR, and FIVE	WEEK SIX
Actively Observing, Assisting, & Reflecting	Actively Observing, Planning, Teaching, Assessing, & Reflecting	Actively Observing, Planning, Teaching, Assessing, Reflecting, & Self-Evaluating
<p>With your AT:</p> <ul style="list-style-type: none"> • Share your Profile with your AT • Observe your AT during all aspects of the AT’s day; notice how your AT prepares for the new school year; note how classroom routines are established. • Make use of Active Observation templates to note what happens in the classroom and the school to ensure a successful beginning to the school year. • Priority: get to know students’ names. • Observe other teachers as can be arranged. • Assist your AT in all out-of-classroom duties <p>With your AT:</p> <ul style="list-style-type: none"> • Identify lessons you will teach in week three. • Prepare written lesson plans in time to show them to your AT for feedback and revision if needed. <p>Establish and maintain your Practicum THREE Organizational Binder. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules; • your daily schedule with notes about your activities; • all your lesson plans; • AT feedback (if not provided in writing, make your own notes); • reflective comments on what you are observing; • learning resources and good ideas. 	<p>Teaching Work Load: Up to 1/3 or 1/2 of the day based on your readiness & ability.</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision. <p>With your AT:</p> <ul style="list-style-type: none"> • Identify several days ahead of time the lessons you will teach. • Make lesson plans in time to show them to your AT for feedback and revision if needed. <p>Each day, revise lesson plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries & updates in your Organizational Binder.</i></p>	<p>Teaching Work Load: Up to 2/3 of the day based on your readiness & ability.</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision. <p>With your AT:</p> <ul style="list-style-type: none"> • Identify several days ahead of time the lessons you will teach. • Make lesson plans in time to show them to your AT for feedback and revision if needed. <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries & updates in your Organizational Binder.</i></p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p>

The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan.

Your Associate Teacher is responsible for everything that happens in his or her classroom, and needs to know that what you intend to do is acceptable, safe, and educative.

When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans. At this point, as a learner, you **must**.

You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample **lesson plan templates** in the Practicum Handbook on our web site- [FORMS](#)

Your lesson plans must include:

- ♦ appropriate curriculum **expectations and learning goals**;
- ♦ appropriate **instructional strategies** to support learning;
- ♦ appropriate **assessments** to support student learning.

Practicum Four

Observing, Planning, Teaching, Assessing, Reflecting, Self-Evaluating

Purpose of Practicum Four: Teacher Candidates consolidate teaching skills, develop independence, plan and teach a unit, evaluate students, teach some full days during weeks 5 and 6 (or demonstrate potential to do so).

Weekly Expectations

First week or two: observe, assist, plan.

Next weeks: gradually assume teaching responsibilities—plan, teach, assess, self-evaluate.

At all times: reflect.

As an Associate Teacher, you can support your Teacher Candidate by:

- **welcoming** your Teacher Candidate to the school, inviting him or her to the staff room, and introducing him or her to others in the school;
- **assisting** your Teacher Candidate in clarifying learning goals for the practicum;
- **modelling** your best classroom teaching strategies, and discussing them with your Teacher Candidate; *your Teacher Candidate must observe you teaching a subject or class before he or she can be expected to do so*;
- **encouraging** your Teacher Candidate to engage with students and assist you with your lessons;
- **using your best professional judgement** to determine when and how your Teacher Candidate begins to assume teaching responsibilities;
- **maximizing success** by assigning teaching responsibilities that draw upon your Teacher Candidate's strengths, and adding responsibility gradually;
- **expecting written lesson plans**—these may be less detailed than in earlier practica, depending upon your Teacher Candidate's ability and level of teaching responsibility;
- **observing** your Teacher Candidate while he or she teaches, and providing constructive feedback afterwards (preferably in writing).

As a Teacher Candidate, you can maximize your chances of success by:

- **following** your WEEKLY EXPECTATIONS chart;
- **using your initiative** to support students and share your own skills and gifts in the classroom;
- **taking lesson planning seriously:** your plans should be less detailed than in your earlier practica; they are still important in providing a record of what you teach during the practicum;
- **reflecting** upon your experiences in the classroom; at least weekly, make notes in your Organizational Handbook about what you have observed and learned.

PRACTICUM 4 – WEEKLY EXPECTATIONS

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence.

These weekly expectations, therefore, are guidelines, not absolute requirements. Individual differences in ATs and TCs—in all teachers and learners—must be respected.

ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. *Gradual* assumption of responsibility gets better results than the *sink or swim* approach. Start with the TC’s areas of greatest *strength* and *comfort*.

Insist on detailed written plans before the TC steps in front of the class, and provide regular feedback—TCs want and need your constructive comments.

WEEK ONE	WEEKS TWO,THREE and FOUR	WEEK FIVE/SIX
Active Observation, Plan, Teach, Assess	Active Observation, Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p style="text-align: center;">Teaching Work Load: Up to 1/2 of the day</p> <ul style="list-style-type: none"> • Share your Profile with your AT • Observe your AT during all parts of the AT’s day. Continue to use Active Observation templates. • Priority: get to know students’ names. • Observe other teachers as can be arranged. • Assist your AT in all out-of-classroom duties <p>With your AT: Identify lessons and topics you will teach.- up to 1/2 day based on your readiness and ability.</p> <p>Establish and maintain your Practicum FOUR Organizational Binder. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules (hall, yard, etc.); • your daily schedule with notes; • all your lesson plans; • AT’s feedback (if not provided in writing, make notes about it); • your reflective comments on what you are observing; • learning resources and good ideas. 	<p style="text-align: center;">Teaching Work Load: Up to a full day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, and other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach – up to the full day based on your readiness and ability.</p> <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;">Make daily entries/updates in your Organizational Binder</p>	<p style="text-align: center;">Teaching Work Load: Up to a full day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, and other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach—up to a full day based on your readiness and ability.</p> <p>♦ On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher’s Report for Practicum 4</i> to evaluate your own performance on this practicum.</p> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;">Make daily entries/updates in your Organizational Binder</p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation</p>

The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan.

Your Associate Teacher is responsible for everything that happens in his or her classroom, and needs to know that what you intend to do is acceptable, safe, and educative.

When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans. At this point, as a learner, you **must**.

You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample **lesson plan templates** in the Practicum Handbook on our web site- [FORMS](#)

Your lesson plans must include:

♦ appropriate curriculum **expectations and learning goals**; ♦ appropriate **instructional strategies** to support learning; ♦ appropriate **assessments** to support student learning.

Active Observation LOGBOOK

Introduction

This first practicum provides you with an opportunity to acquire a “**big picture**” understanding of schools, communities, students, and teachers as you observe in classrooms, participate in school life, and plan and teach your first lessons. The practicum provides you with the opportunity to develop a rich understanding of what is happening in classrooms and schools today.

A **Weekly Expectations** chart is provided which details the progression of expectations over the course of the four week practicum. It is important to note that this is the first **20 day** placement of the **100 days** of practicum that you will experience in the teacher education program.

Therefore, because this is the first block of 20 days, a significant emphasis is placed on **Active Observation**, and on maintaining a daily **Log Book**. There are several reasons for this.

Before you begin teaching, it is important for you to have the opportunity to learn about:

- the nature of a **school community**
- the needs of **students**
- the **classroom** community
- teacher planning and preparation**

There is much that can be learned from active, focused observation. Engaging in active observation will provide you with the opportunity to learn about the priorities and needs that exist both within the classroom and within the larger school community. It will also help you determine what you need to consider and pay attention to as you begin to plan and teach your first lessons.

The Log Book

The Log Book has several important functions. It acts as:

- a **record** of what you are doing, observing and learning
- evidence** of the kinds of activities you are involved in
- a **record** of your professional journey, which can be used to inform a professional portfolio and preparation for job interviews

Active Observation

Topics and templates have been provided on the following pages for guidance and support in the maintenance of your Log Book. These are also available electronically on the Practicum website under FORMS.

The topics that are included do not exhaust the possibilities for what could be explored in a classroom or in a school. The list provided represents a range of topics that are important in education today.

PLEASE NOTE:

While several topics and templates are recommended in the Weekly Expectations chart, the choice of topics and the use of the templates will be determined *in consultation* with your AT. You do not need to complete every template, or focus on every single topic that is included here. In consultation with your AT, you will determine the most suitable focus for your particular classroom and school situation. You may choose to focus on a different topic each day, or on the same topic for several consecutive days, or on the same topic for different days throughout the practicum. In consultation with your AT, you will determine the best focus for your observation.

Recommended for Week 1:

- The Classroom Setting
- Learning about Students
- The Structure of a Lesson
- The School as a Community
- The School Improvement Plan

Recommended for Week 2:

- Lesson Preparation and Planning: Why?
- Lesson Preparation and Planning: Observing Your Associate Teacher
- Planning a Lesson: Guidelines for Teacher Candidates
- Assessment and Evaluation

Additional Templates:

- Classroom Management
- Differentiated Instruction
- Special Education
- The Role of Technology
- Extracurricular Activities
- Safe and Accepting Schools
- Final Reflection

The Classroom Setting

Consider: *How does the classroom setting and the physical layout of the classroom affect teaching and learning?*

What is the seating arrangement (rows, groups, etc.)?

How does the seating plan affect interactions in the class—among students? between student and teacher?

What other areas are there in the class, aside from their desks, where students can go to work or interact?

What elements of the classroom environment would you identify as “welcoming” or “student-friendly?”

What are the seating arrangements in the rooms in which your Associate Teacher teaches?

In Secondary Schools: What challenges does the secondary school teacher face in trying to establish and maintain a classroom setting that will facilitate learning in his or her particular subject area(s)?

In Catholic Schools: What elements in the classroom remind teachers and students that this is a Roman Catholic school? How do those elements influence student learning?

The Classroom Setting	Examples
Seating Arrangement	
Effect on Interactions	
Other Areas for Learning	
“Student-friendly” Elements	
Challenges in Secondary Schools	
Roman Catholic Elements	

Learning about Students

In consultation with your Associate Teacher, choose two students to observe closely for a day. Note their moods, behaviour, and social interactions, as well as their academic performance and attitudes towards their work.

At the end of the observation time, spend a little time speaking with the students to find out how they would evaluate their day so far.

To what do they attribute triumphs, successes, disappointments, and frustrations?

Based on your own observation and reflection, what are some of the factors that influence a student's readiness for learning, as well as their success, on a given day?

(Do not identify students by name.)

Student A	Student B

The Structure of a Lesson

Teaching is an activity that requires a great deal of time and preparation. From planning before the lesson—acquiring resources and evaluating students’ learning, for example—to developing instructional strategies for the lesson itself—there is a considerable amount of work involved in teaching.

While effective teachers may make teaching appear effortless, every teacher can attest to the countless hours he or she will have spent preparing for each lesson, every day.

Use this template to guide your observation of the structure of a lesson. This template can also be used for your own lesson planning.

LESSON OBSERVATION	
Title & focus of lesson: . . . what it’s all about.	
Purpose of lesson: . . . why this lesson is being taught; where and how it fits into the larger curriculum, why students should want to learn about it.	
Learning Expectations: . . . what students will know or be able to do after this lesson; most lessons will have only one or two learning goals.	
Introduction/Hook/Bridge: . . .how to interest students and get their attention.	
Development: . . . what the teacher does; what students will do; key questions asked by the teacher.	

<p>Closure: ... how to clarify the take-home message, help students consolidate what they have learned, and set up a transition to the next lesson on the topic.</p>	
<p>Assessment: ... how to find out what the students understood as a result of this lesson.</p>	

Teachers use a variety of lesson plan formats. You can find many outlines and templates by searching online for Lesson Plan templates for Ontario teachers. When you plan your lessons, choose a format that works for you. Sample lesson templates can be found under FORMS on the Practicum website.

The School as a Community

Roles and Responsibilities

A school community is made up of many individuals, each with an important role in creating an inclusive and supportive learning environment for students.

Identify the key roles and responsibilities for the administration, teaching and non-teaching staff, students, and parent/guardians? How are these responsibilities communicated to parents and students? How is the relationship between the school, parents/guardians and students maintained and supported? What roles do parents have in the school community?

Role	Responsibilities
Administration	
Teachers	
Non-teaching Staff	
Students	
Parents/Guardians	

Code of Conduct

Is there a school "Code of Conduct"? How do students learn about the Code?

What routines in the school do students seem to be aware of and (usually) follow, without requiring explicit direction?

How do the teachers or administration deal with mildly inappropriate behaviours?

What are the consequences for more serious and disruptive behaviours?

How do the teachers or administration reinforce appropriate behaviour?

Programs and Initiatives

While schools provide important opportunities for students through academic programs and extra-curricular activities, schools are communities that also support students, and their parents or guardians, through special programs or initiatives, committees and community outreach.

What are some of the initiatives/programs that have been established at your school? (Examples might include: a breakfast program, a gay/straight alliance, Parent Council initiatives, etc.)

Choose one or more of these programs offered at your school, and for each one, describe the following:

- the purpose or goals of the program
- who is involved in the program
- why the program was initiated
- how the program has developed or grown
- how the program functions
- how the effectiveness of the program is determined
- future plans or developments for the program

Program/Initiative Name	
Purpose or Goals	
Who is Involved	
Development/Growth of Program	
Effectiveness/Impact	
Future Plans	

The School Improvement Plan

What is a school improvement plan?

A school improvement plan is a “map” that outlines the changes that a school has identified it needs to make in order to improve the level of student achievement. It also shows how and when these changes will be made. School improvement plans help principals, teachers and school councils determine what needs should be prioritized now.

An SIP reinforces the importance of monitoring student achievement, as well as other factors, such as the school environment, that can influence student success.

Visit the school’s website and consult with your AT to learn more about the school’s SIP. If possible, arrange to speak with someone who has been involved in the development of the SIP at your school. Use the following questions as a guide for your discussion:

How does a school determine what should be considered for improvement?

Who are the partners involved in school improvement planning?

How does a school community create a SIP?

What does the actual “plan” look like?

How and when is it implemented?

How does a school evaluate the results?

How does the school plan for future success?

(Adapted from *School Improvement Planning: A Handbook for Principals, Teachers and School Councils*, Education Improvement Commission, 2000)

<http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf>

School Improvement Plan

Area(s) Identified for Improvement	
Process for Development	

Partners Involved	
Implementation	
End Result	
SIP Evaluation	
Future Plans	

Lesson Preparation and Planning – Why?

You are expected to plan your teaching activities thoroughly and in writing. Associate Teachers are responsible for their students. They need to know what you are planning to do—that is, they need to see a written plan—before they turn their classes over to you.

Here are some other reasons why you are expected to prepare detailed lesson plans:

- planning your lessons carefully and in writing helps you think carefully about what you want to do and say, and in what order; it helps with organization, clarity, and coherency.
- good teachers ask good questions - you can't ask good questions unless you have thought about them beforehand;
- your Associate Teacher can review your lesson plans with you before you teach and provide support;
- your Associate Teacher can write comments on your lesson plan while you are teaching, giving you immediate, written feedback;
- written lesson plans serve as a record of your practicum experience – many candidates keep them as evidence of what they have done and how they have improved;
- you are a beginning teacher - when you are more experienced, good teaching practices will be second nature to you and you will not need to plan in so much detail, but for now you do.

Lesson Preparation and Planning: Observing your Associate Teacher

Teaching is an activity that requires a great deal of time and preparation. From planning before the lesson—acquiring resources and evaluating students’ learning, for example—to developing instructional strategies for the lesson itself—there is a considerable amount of work involved in teaching.

While effective teachers may make teaching appear effortless, every teacher can attest to the countless hours he or she will have spent preparing for each lesson, every day.

Use the questions and templates provided here to guide your lesson observations. These observations will help to inform your own lesson planning during the practicum.

Lesson Planning	
<p>Lesson Introduction:</p> <ul style="list-style-type: none"> • How does the teacher gather and settle the students in the classroom? • What introductory activity is used to focus students' attention and pique their interest? • Are the students made aware of the purpose of the lesson? The expected learning outcomes? In what way(s)? 	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • How does the teacher relate this lesson to previous lessons or to an overall unit or theme? • What approaches to learning are used? What materials, aids, and resources are used? • What aspects of the lesson seemed to engage the majority of learners? • How are students encouraged to participate? • How is lesson closure achieved? 	
<p>Questioning Techniques:</p> <ul style="list-style-type: none"> • What do you notice about the variety and level of the teacher’s questions? • What kinds of questions do students ask? How does the teacher respond to students’ questions? • How might a teacher's questions reflect what he or she believes about learning? 	

<p>Teacher's Knowledge of the Learners:</p> <ul style="list-style-type: none"> • How does the teacher determine the learning needs of students? • How does the teacher know the students understand the lesson? • With what aspects of this lesson did the teacher predict the students might have difficulty? • How will this lesson's relative success affect planning of subsequent lessons? 	
<p>Teacher Planning:</p> <ul style="list-style-type: none"> • Discuss with your Associate Teacher his or her approach to planning. • What are the implications for your own planning during your practicum? 	
<p>Elementary Schools:</p> <ul style="list-style-type: none"> • How does the teacher determine the timetable for each day? • How can a teacher predict how much time students will need on a particular lesson, topic, or unit? • How far in advance is daily planning done? • What kind of things need to be planned well in advance? 	
<p>Secondary Schools:</p> <ul style="list-style-type: none"> • How much control does your Associate Teacher have over the sequencing and timing of the curriculum? • What impact does the length of the class period and the time of day have on planning? • What impact do particular courses and/or grade levels have on the planning and pace of lesson delivery? • How far in advance is daily planning done? • What kinds of things need to be planned well in advance? 	

Planning a Lesson - Guidelines for Teacher Candidates

These guidelines are summarized and adapted from “The Educator’s Reference Desk.”

Like many other websites, this one provides step-by-step instructions on how to write a lesson plan.

<http://www.eduref.org/Virtual/Lessons/Guide.shtml>

To begin, ask yourself three basic questions:

Where are your students going? How are they going to get there? How will you know when they've arrived?

COMPONENTS OF A LESSON: The following components are found in every lesson.

Goals:

- * What are the broader goals of the unit or curriculum with which you are working?
- * What will this lesson contribute to the goals for this unit?

Expectations/Objectives/Outcomes:

- * What will students know or be able to do when this lesson is over?

Prerequisites:

- * What must students already know or be able to do if they are to be successful in this lesson?

Materials:

- * What materials or books are needed?
- * What needs to be prepared in advance?
- * Is equipment needed—and *is it working*?

Procedure: Provide a detailed, step-by-step description of how you will proceed with your lesson. It doesn't matter if you do not follow your plan exactly; but at least you *have* a plan if things do not go quite as expected.

Introduction:

- * What will you say to begin?
- * How will you get students' attention and interest them enough to hold their attention?
- * How can you tie this lesson to student interests and past classroom activities?
- * What will you tell the students about what will be expected of them?

Main Activity:

- * What will *you* do—a demonstration, an explanation? How will you make it interesting?
- * How will you ensure students understand?
- * What will the *students* do—an activity, a discussion, small group work?
- * How can this material be presented to ensure each student will benefit from the learning experience?

Closure/Conclusion:

- * What will you use to draw the ideas together for students at the end?
- * How will you provide feedback to students to correct misunderstandings and reinforce their learning?

Follow up Lessons/Activities:

- * What activities might you suggest for enrichment and remediation?
- * What lessons might follow as a result of this lesson?

Assessment/Evaluation:

- * How will you know if students learned what you wanted them to learn?

Sample lesson templates can be found under **FORMS** on the Practicum website.

Teachers use a variety of lesson plan formats. You can find many outlines and templates by searching online for Lesson Plan templates for Ontario teachers. When you plan your lessons, choose a format that works for you.

Assessment and Evaluation

The process of assessment and evaluation is important for both teachers and students. For teachers, assessment and evaluation will inform their planning and teaching, as they make decisions on approaches and strategies that will benefit their students. For students, assessment and evaluation provide them with meaningful feedback that can help them set goals for their own learning.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

(from Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition)

Briefly describe examples of some or all of the following assessment and evaluation strategies you observe in the classroom:

- Curriculum-focused long- and short-term planning; keeping the end in mind; what students need to know and be able to do
- Selecting and using ongoing classroom assessment strategies and data to inform instruction and plan appropriate interventions to improve student achievement
- Using assessment and evaluation strategies that are appropriate to the curriculum and the learning activities, are fair to all students, and accommodate the needs and experiences of all students
- Providing students with numerous and varied opportunities to demonstrate the full extent of their achievement without overwhelming them
- Collecting multiple samples of student work that provide evidence of their achievement
- Referring to exemplars to assess and evaluate student work
- Using provincial achievement charts to assess and evaluate student work
- Selecting and using effective strategies to support students' self-monitoring, self-assessment, and goal-setting for their own learning
- Informing and helping students and parents to understand the assessment and evaluation strategies to be used and giving them meaningful feedback for improvement
- Applying provincial report card policies and board guidelines for reporting on student achievement

(from the New Teacher Induction Program web resources)

Assessment or Evaluation Strategy	Example

Classroom Management

What routines have been established and rarely need to be articulated to students?

What are the classroom expectations and responsibilities? How were these developed? How are students reminded of them?

What strategies does the teacher use to signal to the students that she or he wants everyone's attention?

How does the teacher deal with mildly inappropriate behaviours?

What are the consequences for more serious and disruptive behaviours?

How does the teacher reinforce appropriate behaviour?

What seems to you to be the greatest challenge in managing a secondary school classroom? An elementary classroom?

Classroom Routines	
Expectations and Responsibilities	
Strategies	
Consequences/Reinforcements	
Challenges	

Differentiated Instruction

Differentiation is “a teacher’s response to a learner’s needs”. (Ministry of Education)

Differentiation occurs in the classroom when a teacher provides a variety of instructional strategies, learning environments, and strategies for assessment and evaluation, so that each student can demonstrate his/her learning in the way that is most appropriate and meaningful for him/her. Differentiation is based on a student’s readiness, interests and learning preferences. Teachers can differentiate according to content, process, and product.

Use the questions below to guide your observation of differentiated instruction (DI) in the classroom.

What examples can you see of differentiation?

How is differentiation integrated into the lesson?

How does a teacher determine which method for DI is appropriate?

What are the qualities of effective differentiation?

What are the implications for teacher planning and preparedness?

What effect do these strategies have on student learning?

What Ministry resources are available to support teachers implementing DI?

Differentiated Instruction

Examples	
Integration Strategies	
Determining Method of DI	
Qualities of Effective DI	

Implications for Planning	
Effect on Student Learning	
Ministry Resources	

For more information, visit

<http://www.edugains.ca/resources/DI/Brochures/DIBrochureOct08.pdf>

Special Education

“Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the grade level expectations in a particular course or subject.” (Ministry of Education)

<http://www.edu.gov.on.ca/eng/parents/speced.html>

What does the Education Act require of Schools with regard to Special Education? (See the Ministry of Education website for information on these requirements.)

How does the Ministry of Education define “exceptional pupils”? What are the exceptionalities that are identified by the Ministry?

What is the role of the Individual Placement and Review Committee (IPRC) in a school?

Who serves on this committee?

How often does this committee meet?

What is an Individual Education Plan (IEP)?

What is the process for developing an IEP for a student?

What is the difference between an accommodation and a modification in an IEP?

If possible, provide examples of an accommodation and a modification from the lessons you are observing.

What services and/or supports are made available in your placement school to support students with special needs?

Special Education

Education Act Requirement	
Definition of Exceptional Pupil	
IPRC – purpose, membership	

IEP – process for development	
Accommodation	
Modification	
Services/Supports for students and teachers	

Technology in the School

What technologies are used in the classroom and in the school? Consider, for example, the use of TV monitors, smart boards, computer labs, laptops, projectors, etc.

In what ways are these technologies used to enhance learning?

Are there lessons or courses which support students' critical use of technology? For example, students might be taught about ethical and responsible use of social media and the Internet, cyberbullying, etc.

Are students allowed to use social media as part of their learning? If so, briefly describe the ways in which it is used and to what effect.

Does the school have a cell phone policy? Outline the key elements of this policy.

BYOD – “Bring Your Own Device” – Is this program in place in the school? How is this program implemented? What consideration is given to issues of equity and inclusion? For example, what accommodations are made for those who do not have their own devices to bring?

Technology in the School

Examples	
Impact on Learning	
Critical Use of Technology	

Social Media and Learning	
Cell Phone Policy	
BYOD	

Extracurricular Activities

Become involved in an extracurricular activity of your choice—for example, the drama club, choir, yearbook committee, student council, or an athletic team. Observe the workings of the group involved in the activity.

- What effect does participation have on students? teachers?
- What impact does this particular activity have on the school? On the larger community?
- How does the activity affect teachers' work? Students' learning?
- What procedures are in place for organizing activities both within and outside of the school?
- What are the responsibilities of the teachers who are involved in extra-curricular activities as supervisors or coaches?

Example	
Impact on the School, Community	
Impact on Students, Learning	
Impact on Teachers, Staff	
Procedures for Organizing Activities	
Responsibilities of Supervisors/Coaches	

Safe and Accepting Schools

The *Accepting Schools Act* is legislation that builds upon the *Equity and Inclusive Education* and *Safe Schools Strategies*. These strategies were developed to help make our schools safe, inclusive and accepting places to learn. Visit the Ministry of Education site and identify the components of the comprehensive plan that this legislation is part of. <http://edu.gov.on.ca/eng/parents/safeschools.html>

The initiatives listed below have been launched by the Ministry of Education to support schools in the implementation of the Accepting Schools Act.

- [Ontario Standing Up For Bullied Students](#)
- [Premier McGuinty Joins “It Gets Better” Project](#)
- [Ontario's Safe Schools Strategy](#)
- [Ontario's Equity and Inclusive Education Strategy \(2009\)](#)
- [Giving Bullied Students Hope](#)
- [Bullying Awareness and Prevention Week.](#)

Select ONE of these initiatives and briefly describe what is involved in it.

How has your placement school implemented the recommendations of the Accepting Schools Act?

What impact have the school-based initiatives had on individual students and the school community?

Accepting Schools Recommendations	
School Implementation – Examples	
Responsibilities of Teachers, Students, Staff	

Impact on Students	
Impact on School Community	
Impact Beyond the School	

Final Reflection: Your Vision, Stance, Mission, & Professional Identity

Thinking about why you are doing what you are doing –in a lesson, a course, a program, life –is helpful in many ways to your growth and development as a teacher.

One of the characteristics of many of the best teachers is that they have a "vision," a "stance", or a "professional identity" and sense of "mission" about what they are doing. Such teachers have a certain presence, a "psychological strength" and "professional dignity" that helps them maintain their integrity, independence of thought, and passion in the face of challenges and difficulties.

What, exactly, is a **vision** of education?

What does it mean to have a **vocation, stance, professional identity, or mission**?

A **vision** of education is "a teacher's conscious sense of self, of one's work, and of one's mission . . . a personal stance . . . that rises from deep within the inner teacher and fuels independent thinking . . . Vision is a matter of the heart and the spirit, of personal morality and passion" (Duffy, 2002, p. 334).

A **vision** of education is "a set of images of . . . what teachers hope could be or might be in their classrooms, their schools, their community and, in some cases, even society"; a 'reach' that "inspires and motivates . . . , and invites [teachers] to reflect upon their work" (Hammerness, 2003, p. 145).

A "**stance**" is "a point of view . . . a philosophy, an attitude, a bearing, a way of encountering students based on a set of core values" (Fried, 2001, p. 139).

Identity refers to "the beliefs people have about themselves" to "who or what someone is, the various meanings people can attach to themselves, or the meanings attributed by others" (Korthagen, 2004, pp. 81, 82).

Mission is "concerned with such highly personal questions as to what end the teacher wants to do his or her work, or even what he or she sees as his or her personal calling in the world. In short, the question of what it is deep inside us that moves us to do what we do . . . deeply felt, personal values that the person regards as inextricably bound up with his or her existence" (Korthagen, 2004, p. 85).

Having a **vocation** to teach . . . means that teaching is not simply a job but is work that provides "enduring personal meaning" (p. 9) and that draws on "a sense of agency and commitment" (p. 15) "work that "embodies their vision of teaching, their beliefs about students and what they need, and their moral character as individuals" (Hansen, 1995, p.150).

Final Reflection

In light of the definitions above, as you conclude the first practicum, use the questions below as a guide for a final reflection.

What experiences and professional learning from this first practicum have informed my vision of education?

Why have I chosen to become a teacher? What is my "mission"?

What qualities do I have that suit me to being a teacher? What areas can I still improve upon?

If a "vision" of education is a set of goals, ideals, beliefs, and principles that guide one's work, what is my vision of education?

In making the transition from being a student to becoming a teacher, what particular difficulties and dilemmas have I encountered?

What experiences have strengthened my understanding of myself as a teacher?

Is teaching the right career choice for me? How do I know?

Associate Teacher Report for Practicum 1 (Year One, Fall)

Associate Teacher (AT):	
School:	
Grade(s) & Subject(s)	

Teacher Candidate (TC):	
Program (circle one):	PJ PJ French JI IS
Days Absent:	

To the Associate Teacher:

Midway through the practicum, use this form to provide formative feedback to your TC.

Towards the end of the fourth week of the practicum, assess your TC's progress by marking the *Continuum of Progress* below; as well, check one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

(a) Continuum of Progress

<input type="checkbox"/>	Overall, this practicum placement has been satisfactory.
<input type="checkbox"/>	Overall, this practicum placement has not been satisfactory.

Category and description:	Needs improvement	Making progress	Very good	Outstanding
Professionalism: <ul style="list-style-type: none"> • Demonstrates professionalism in attitude, appearance, conduct: • Has a strong work ethic (e.g., shows initiative, enthusiasm, and interest in improving professional practice): • Demonstrates consistent and punctual attendance: • Upholds OCT standards of respect, integrity, trust, and care: • Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice: 	●	—————	—————	●
Active Observation: About the School <ul style="list-style-type: none"> • takes initiative to learn about the school (e.g., uses Active Observation templates from Logbook): 	●	—————	—————	●
Active Observation: In the Classroom <ul style="list-style-type: none"> • takes initiative to learn about classroom, students, lesson planning (e.g., uses Active Observation templates from Logbook): 	●	—————	—————	●
Assisting and Participating: <ul style="list-style-type: none"> • assists AT in planning classroom activities for students: • observes and supports individual and small groups during AT's lessons and other classroom activities: • assists AT in out-of-classroom supervision: 	●	—————	—————	●

<p>Planning for Instruction:</p> <ul style="list-style-type: none"> • consults with AT to identify topics and lessons to be taught: • prepares detailed, written lesson plans that: <ul style="list-style-type: none"> ○ have appropriate curriculum expectations and learning goals; ○ include appropriate instructional strategies to support learning; ○ are available for Associate Teacher to review at least 2 days prior to the day the lesson will be taught. 	<hr/> <hr/> <hr/> <hr/>
<p>Classroom Environment:</p> <ul style="list-style-type: none"> • helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students; • shows awareness of and begins to develop effective classroom management skills. 	<hr/> <hr/>

(b) Associate Teacher Comments

Associate Teacher's Name: _____ Associate Teacher's Signature: _____ Date _____

Teacher Candidate's Name: _____ Teacher Candidate's Signature: _____ Date _____

(Teacher Candidate's signature indicates he or she has received a copy of this report.)

Associate Teacher Report for Practicum 2 (Year One, Spring)

Associate Teacher:	
School:	
Grade(s) & Subject(s)	

Teacher Candidate:	
Program (circle one):	<input type="radio"/> PJ <input type="radio"/> PJ French <input type="radio"/> JI <input type="radio"/> IS
Days Absent:	

To the Associate Teacher:

Please provide ongoing feedback to your TC. This form may also be used as a *Formative Assessment* tool. Towards the end of the fourth week of the practicum, please assess your Teacher Candidate's progress by marking the continua below; as well, check one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

<input type="checkbox"/>	Overall, this practicum placement has been satisfactory.
<input type="checkbox"/>	Overall, this practicum placement has not been satisfactory.

Continuum of Progress

Professionalism:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Demonstrates professionalism in attitude, appearance, and conduct:	<input type="radio"/>				
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	<input type="radio"/>				
Demonstrates consistent and punctual attendance:	<input type="radio"/>				
Upholds OCT standards of respect, integrity, trust, and care:	<input type="radio"/>				
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	<input type="radio"/>				

Lesson Planning:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Consults with Associate Teacher to identify topics and lessons to be taught:	<input type="radio"/>				
Identifies outcomes and plans content to support provincial curriculum:	<input type="radio"/>				
Prepares detailed and complete written lesson plans:	<input type="radio"/>				
Makes lesson plans available for AT review in time for feedback & revision if necessary:	<input type="radio"/>				

Pedagogy:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Uses a variety of appropriate instructional strategies to support student learning:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Engages and motivates students, and captures their interest:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Uses technology as appropriate to enhance instruction and student learning:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Uses a range of instructional approaches to suit different learning styles and needs:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Integrates appropriate assessment strategies into lessons:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				

Classroom and School Environment:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Employs effective classroom management strategies:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Establishes supportive, respectful, and professional relationships with students:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Develops appropriate and positive professional relationships with all teachers, staff, and administration:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				

ADDITIONAL COMMENTS (optional):

Associate Teacher's Name: _____ Associate Teacher's Signature: _____ Date _____

Teacher Candidate's Name: _____ Teacher Candidate's Signature: _____ Date _____

(Teacher Candidate's signature indicates he or she has received a copy of this report.)

Associate Teacher Report for Practicum 3 (Year Two, Fall)

Associate Teacher:	
School:	
Grade(s) & Subject(s)	

Teacher Candidate:	
Program (circle one):	<input type="radio"/> PJ <input type="radio"/> PJ French <input type="radio"/> JI <input type="radio"/> IS
Days Absent:	

To the Associate Teacher:

Please provide ongoing feedback to your TC. This form may also be used as a *Formative Assessment* tool. Towards the end of the sixth week of the practicum, please assess your Teacher Candidate's progress by marking the continua below; as well, check one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

<input type="checkbox"/>	Overall, this practicum placement has been satisfactory.
<input type="checkbox"/>	Overall, this practicum placement has not been satisfactory.

Continuum of Progress

Professionalism:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Demonstrates professionalism in attitude, appearance, and conduct:	●-----●				
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	●-----●				
Demonstrates consistent and punctual attendance:	●-----●				
Upholds OCT standards of respect, integrity, trust, and care:	●-----●				
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	●-----●				

Lesson Planning:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Consults with Associate Teacher to identify topics and lessons to be taught:	●-----●				
Identifies outcomes and plans content to support provincial curriculum:	●-----●				
Prepares detailed and complete written lesson plans:	●-----●				
Makes lesson plans available for AT review in time for feedback & revision if necessary:	●-----●				

Pedagogy:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Uses a variety of appropriate instructional strategies to support student learning:	●—————●				
Engages and motivates students, and captures their interest:	●—————●				
Uses technology as appropriate to enhance instruction and student learning:	●—————●				
Uses a range of instructional approaches to suit different learning styles and needs:	●—————●				
Integrates appropriate assessment strategies into lessons:	●—————●				

Classroom and School Environment:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	●—————●				
Employs effective classroom management strategies:	●—————●				
Establishes supportive, respectful, and professional relationships with students:	●—————●				
Develops appropriate and positive professional relationships with all teachers, staff, and administration:	●—————●				

ADDITIONAL COMMENTS (optional):

Associate Teacher's Name: _____ Associate Teacher's Signature: _____ Date _____

Teacher Candidate's Name: _____ Teacher Candidate's Signature: _____ Date _____

(Teacher Candidate's signature indicates he or she has received a copy of this report.)

Associate Teacher Report for Practicum 4 (Year Two, Spring)

Associate Teacher:	
School:	
Grade(s) & Subject(s)	

Teacher Candidate:	
Program (circle one):	<input type="checkbox"/> PJ <input type="checkbox"/> PJ French <input type="checkbox"/> JI <input type="checkbox"/> IS
Days Absent:	

To the Associate Teacher:

Please provide ongoing feedback to your TC. This form may also be used as a *Formative Assessment* tool. Towards the end of the last week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

<input type="checkbox"/>	Overall, this practicum placement has been satisfactory.
<input type="checkbox"/>	Overall, this practicum placement has not been satisfactory.

Continuum of Progress

Professionalism:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher’s Comments
Demonstrates professionalism in attitude, appearance, and conduct:	●—————●				
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	●—————●				
Demonstrates consistent and punctual attendance:	●—————●				
Upholds OCT standards of respect, integrity, trust, and care:	●—————●				
Is self-reflective, accepts constructive feedback, incorporates AT’s suggestions into professional practice:	●—————●				

Lesson Planning:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher’s Comments
Consults with Associate Teacher to identify topics and lessons to be taught:	●—————●				
Identifies outcomes and plans content to support provincial curriculum:	●—————●				
Prepares detailed and complete written lesson plans:	●—————●				
Makes lesson plans available for AT review in time for feedback & revision if necessary:	●—————●				

Pedagogy:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Uses a variety of appropriate instructional strategies to support student learning:					
Engages and motivates students, and captures their interest:					
Uses technology as appropriate to enhance instruction and student learning:					
Uses a range of instructional approaches to suit different learning styles and needs:					
Integrates appropriate assessment strategies into lessons:					

Classroom and School Environment:	Needs improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:					
Employs effective classroom management strategies:					
Establishes supportive, respectful, and professional relationships with students:					
Develops appropriate and positive professional relationships with all teachers, staff, and administration:					

ADDITIONAL COMMENTS (optional):

Associate Teacher's Name: _____ Associate Teacher's Signature: _____ Date _____

Teacher Candidate's Name: _____ Teacher Candidate's Signature: _____ Date _____

(Teacher Candidate's signature indicates he or she has received a copy of this report.)

When a Teacher Candidate is in Difficulty

Indicators of Concern in Student Teaching

Reaching a decision that a Teacher Candidate's practicum is "unsatisfactory" is often a difficult and distressing process. The following list is intended for use only with Teacher Candidates who have already created grave doubts in your mind about their abilities. This list may assist you, the Teacher Candidate, and the Faculty of Education in determining whether or not a Teacher Candidate's practicum should be judged unsatisfactory, and why.

<p>1. Knowledge of Subject Matter</p>	<p>Context: When presenting information to the class:</p> <ul style="list-style-type: none"> • Conveys false or incomplete information to students. • Finds it difficult to answer students' questions. • Lacks fluency in giving examples (or non-examples) to illustrate principles or concepts. • Makes content unnecessarily confusing to students. • Misses opportunities to extend students' thinking. <p>Context: When planning lessons or units of instruction:</p> <ul style="list-style-type: none"> • Conforms exclusively to the textbook in making curriculum decisions. • Assigns tasks with little cognitive challenge. • Avoids teaching difficult concepts or ideas that are appropriate for students. <p>Context: When planning and/or implementing assessments of student learning:</p> <ul style="list-style-type: none"> • Misaligns assessments and instructional objectives. • Makes errors in computing scores or grades. • Misinterprets results of assessments. • Focuses feedback on mistakes and not on accomplishments • Fails to acknowledge levels of effort or to reward approximations of excellent work.
<p>2. Instructional Problem Solving</p>	<p>Context: When diagnosing learning difficulties experienced by a student or a group of students:</p> <ul style="list-style-type: none"> • <i>Does not consider the teacher or the instruction as a potential source of student difficulty.</i> • <i>Lacks concern when it is evident that the goals of the lesson or unit were not attained.</i> • <i>Misses opportunity to help students who are not meeting objectives.</i> • <i>Finds causal factors for student learning difficulties exclusively in the past (last year's teacher), or in the learner's traits such as laziness or low ability.</i> <p>Context: When planning or implementing a lesson after receiving feedback about previous lessons:</p> <ul style="list-style-type: none"> • <i>Makes no effort to incorporate prior feedback in planning.</i> • <i>Repeats the same major mistakes, which have been previously identified.</i>
<p>3. Relationships with Students</p>	<p>Context: When speaking informally with students outside of a lesson context:</p> <ul style="list-style-type: none"> • <i>Acts with coolness, aloofness, and distance, making no personal contacts or exchanges with students.</i> • <i>Fails to listen to what students are saying or otherwise communicates indifference to student interests.</i> • <i>Does not use student names in the classroom or in the hallways.</i> <p>Context: When given appropriate opportunities to learn about students outside the classroom:</p> <ul style="list-style-type: none"> • <i>Makes no effort to learn about the lives of students outside of the classroom.</i> • <i>Fails to link lesson topics and activities to the lives of students.</i>

<p>4. Engaging Students in Active Learning</p>	<p>Context: When planning and implementing lessons:</p> <ul style="list-style-type: none"> • <i>Fails to engage students in meaningful group projects.</i> • <i>Provides no opportunity for students to make choices about how to respond to classroom tasks.</i> • <i>Provides no opportunity for students to share their own, personal ideas.</i> • <i>Does not encourage independent thinking on the part of the students.</i> <p>Context: When leading discussions in small groups or with a whole group:</p> <ul style="list-style-type: none"> • <i>Accepts responses from very few students, with others remaining passive during the period.</i> • <i>Talks for long periods of time, or continues talking with too many students off-task.</i> • <i>Does not provide Does not provide time for students to reflect before responding to questions or task.</i>
<p>5. Managing Student Behaviour and Classroom Activities</p>	<p>Context: When conveying expectations for student roles in a lesson or activity:</p> <ul style="list-style-type: none"> • <i>Fails to convey expectations for student tasks.</i> • <i>Fails to convey to students a sense of urgency to learn, to participate, and to achieve.</i> • <i>Fails to connect teacher expectations to what the students may view as important or valuable.</i> <p>Context: When responding to disruptions in the class routine: Loses control of emotions.</p> <ul style="list-style-type: none"> • <i>Does not make use of alternative strategies to address the problem.</i> • <i>Responds in ways that are perceived as inconsistent or unfair.</i> • <i>Transforms an issue into a personal one or a power struggle, for example, me vs. them.</i> • <i>Fails to establish a system of consequences for antisocial, unproductive student behaviours.</i> • <i>Lacks a system of cuing students before, during, and after transitions.</i> <p>Context: When involving students in instructional activity:</p> <ul style="list-style-type: none"> • <i>Fails to provide an environment where students are at minimal risk of harm.</i>
<p>6. Conscientiousness as a Teacher</p>	<p>Context: When making promises to students, cooperating teachers, and/or to university supervisors:</p> <ul style="list-style-type: none"> • <i>Doesn't follow through.</i> • <i>Makes excuses instead of taking responsibility.</i> <p>Context: When committing time to student teaching assignments:</p> <ul style="list-style-type: none"> • <i>Accepts outside employment, which interferes with the quality of the student teaching effort.</i> • <i>Accepts as satisfactory, practices that are weak approximations of what is expected.</i> • <i>Appears to be disorganized, late to class, late in marking papers, submitting grades, filing reports.</i> • <i>Does not complete college/university assignments such as writing journals or keeping portfolios.</i> <p>Context: When teaching a lesson:</p> <ul style="list-style-type: none"> • <i>Teaches in a manner that indicates a lack of preparation.</i> • <i>Behaves in a passive manner more in a reactive mode than in a proactive one.</i>
<p>7. Quality of Professional Judgments</p>	<p>Context: When relating to other professionals in the classroom or in the building:</p> <ul style="list-style-type: none"> • <i>Conveys disrespect for others views, opinions, or responsibilities.</i> • <i>Is indiscreet in sharing information with others.</i> <p>Context: When conversing in a lesson or outside of a formal classroom situation:</p> <ul style="list-style-type: none"> • <i>Uses inappropriate language or examples.</i> • <i>Makes statements or comments that convey disrespect for individuals or groups of individuals.</i> • <i>Establishes inappropriate relationships with an individual student or a group of students.</i>

	<p>Context: When preparing to come to school:</p> <ul style="list-style-type: none"> • <i>Elects to wear inappropriate clothing or jewellery.</i> • <i>Displays poor habits of grooming and/or hygiene.</i> <p>Context: Selecting topics and/or assessments for the class:</p> <ul style="list-style-type: none"> • <i>Chooses topics that are not appropriate for students.</i> • <i>Chooses assessment tasks that are inappropriate for students.</i> • <i>Applies inappropriate standards to student work.</i>
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The list of indicators is taken from James Rath and Frank Lyman

Teacher Candidates at Risk

When a Teacher Candidate is struggling, **ensure DUE PROCESS:**

- Provide explicit, written feedback about what needs to change and what the Teacher Candidate might do to improve. For example:

What needs to change?	What the Teacher Candidate should do:
<ul style="list-style-type: none"> • classroom management needs improving 	<ul style="list-style-type: none"> • learn everyone's name and use their names
<ul style="list-style-type: none"> • transitions need to be smoother 	<ul style="list-style-type: none"> • think about logistics beforehand, write down the steps in the order in which they should happen, write down the directions you will give the class.
<ul style="list-style-type: none"> • questioning strategies need to address higher-level-thinking-skills 	<ul style="list-style-type: none"> • write down at least three good questions for each lesson.

- Set dates by which improvements must be shown.
- Evaluate again and provide **explicit, written feedback** about progress made—or not made.
- Call (519 661 2111 ext. 81158) or message Carolyn Wilson (cwils66@uwo.ca) requesting support from a Practicum Consultant.

If you think your Teacher Candidate is not making sufficient progress towards learning to teach . . .

- Call (519 661 2111 ext. 81158) or message Carolyn Wilson (cwils66@uwo.ca) requesting support from a Practicum Consultant

DUE PROCESS requires that a Teacher Candidate . . .

- Be informed why an unsatisfactory rating is being considered;
- Knows about it early enough to try to make changes;
- Be given explicit advice about what to do to turn things around;
- Be observed by a Practicum Consultant, On Call.

Although the Faculty absolutely respects an Associate Teacher's evaluation of a Teacher Candidate, no Associate Teacher should make an evaluation of 'unsatisfactory' without the support of a Practicum Consultant

When a Teacher Candidate is struggling, call 519 661 2111 x81158 or email: cwils66@uwo.ca

Incomplete or Unsatisfactory Practicum

INCOMPLETE Practicum: If a Teacher Candidate is unable to complete a practicum because of illness or other circumstances requiring compassionate consideration, the practicum is considered incomplete.

Progression: After an incomplete practicum, a make-up practicum will be scheduled, if possible in May of the same academic year. The Teacher Candidate must first satisfy the Associate Dean that he or she is sufficiently well to enter a new practicum placement. Such demonstration may require medical or other documentation.

UNSATISFACTORY Practicum: A practicum may be judged unsatisfactory and terminated early for any of a number of reasons, including but not limited to:

- lack of care, respect, trust, or integrity;
- unprofessional attitude or poor work ethic (e.g., unexcused absences, repeated late arrivals);
- lack of preparation (e.g., lesson plans not prepared in time for Associate Teacher review);
- lack of progress in skill development (e.g., inability to respond to constructive advice & guidance);
- lack of progress in developing independence in teaching or preparing for teaching;
- lack of rapport with students or others in the school;
- insufficient cognitive, communicative, sensory/motor, or emotional/social/interactional abilities to ensure the physical safety, psychological health, or educational well-being of students.

Progression: A Teacher Candidate who receives an unsatisfactory evaluation from his or her Associate Teacher or Practicum Consultant will meet with the Manager of Practicum & Field Experiences and the Associate Dean or designate. The Teacher Candidate's status in the program becomes **conditional** upon satisfactory progress in the program and successful completion of a make-up practicum. A second unsatisfactory practicum report constitutes failure of the B.Ed. program.

The make-up practicum will be scheduled, if possible, in May of the same academic year. A Teacher Candidate may, however, first be required to demonstrate to the satisfaction of the Associate Dean that he or she no longer poses a risk to students, is capable of acting ethically and with care, respect, trust, and integrity, and has the essential skills and abilities needed to be responsible for the physical safety, psychological health, and educational well-being of students. Such demonstration may require medical or other documentation.

VOLUNTARY WITHDRAWAL from a Practicum: Teacher Candidates are expected to work collegially with Associate Teachers and, with the assistance of a Practicum Consultant if necessary, attempt to resolve any issues that may arise. Voluntary withdrawal from a practicum placement without the advice of or against the recommendation of a Practicum Consultant, the Practicum Manager or the Teacher Education Office constitutes an **unsatisfactory** practicum.

Progression: Voluntary withdrawal from a practicum may constitute grounds for withdrawal from the program. The Practicum Manager will review with the Teacher Candidate and Practicum Consultant (if any) the circumstances surrounding the withdrawal and recommend progression, on a case by case basis, to the Associate Dean.

Faculty of Education Policy on Practicum Failures

Who makes the final decision about whether or not a Teacher Candidate receives an "unsatisfactory" rating?

The final decision is a joint decision made by the Associate Teacher and the Faculty of Education. No Associate Teacher should have to make a decision of "unsatisfactory" on his or her own. The Faculty will support an Associate Teacher's recommendation, and we can do so most readily when we have been involved, second opinions have been sought, and due process has been guaranteed for the Teacher Candidate.

A Teacher Candidate who fails a practicum is permitted another chance: this is a matter of University policy. After two practicum failures, however, a Teacher Candidate has failed the B.Ed. program and is withdrawn from the program.

Resources

Web Links

[Ontario College of Teachers](#)

[Ontario College of Teachers \(OCT\): Professional Advisories](#)

[Ontario Teachers' Federation \(OTF\)](#)

[Ontario Ministry of Education Elementary Curriculum](#)

[Ontario Ministry of Education Secondary Curriculum](#)

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Capacity Building Series](#)

[Ontario Educational Resource Bank](#)

[Inspire. . . What Works? Research into Practice](#)

Educational Acronyms

AEFO	l'Association des enseignantes et des enseignants franco-ontariens
ALP	Annual Learning Plan
AQ	Additional Qualification
ASCD	Association for Supervision and Curriculum Development
CAS	Children's Aid Society
CBC	Collective Bargaining Committee
CEA	Canadian Education Association
CEC	Council for Exceptional Children
CFSA	Child and Family Services Act
CLC	Canadian Labour Congress
COQ	Certificate of Qualification
CPP	Canada Pension Plan
CSBA	Canadian School Boards' Association
CSC	Curriculum Services Canada
CTF	Canadian Teachers' Federation
CUPE	Canadian Union of Public Employees
DSB	District School Board
EA	Education Act
EA	Educational Assistant
ECE	Early Childhood Educator
EAP	Employee Assistance Program

EI	Employment Insurance
EQAO	Education Quality and Accountability Office
ELL	English Language Learner (formerly ESL or ESD)
ESL	English Second Language
ETFO	Elementary Teachers' Federation of Ontario
FI	French Immersion
FSL	French as a Second Language
FTE	Full-time Equivalent
IEP	Individual Education Plan
IPs	Individual Plans (for students with anaphylactic allergies)
IPRC	Identification, Placement, and Review Committee
LNS	Literacy and Numeracy Secretariat
LTD	Long Term Disability
LTO	Long Term Occasional
MOE	Ministry of Education
NTIP	New Teacher Induction Program
OCT	Ontario College of Teachers
OECTA	Ontario English Catholic Teachers' Association
OFHSA	Ontario Federation of Home and School Associations
OFL	Ontario Federation of Labour
OHRC	Ontario Human Rights Commission
OPC	Ontario Principals' Council
OPSBA	Ontario Public School Boards' Association
OPSEU	Ontario Public Service Employees' Union
OSR	Ontario Student Record
OSSTF	Ontario Secondary School Teachers' Federation
OT	Occasional Teacher
OTF	Ontario Teachers' Federation
OTIP	Ontario Teachers' Insurance Plan
OTPP	Ontario Teachers' Pension Plan
PAR	Position of added responsibility
PLC	Professional Learning Community
PQP	Principal's Qualification Program
PTR	Pupil Teacher Ratio
QECO	Qualifications Evaluation Council of Ontario
SO	Supervisory Officer
SOE	Superintendent of Education
TPA	Teacher Performance Appraisal
WHMIS	Workplace Hazardous Materials Information System
WSIB	Workplace Safety and Insurance Board