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MISSION STATEMENT

The mission of the Faculty of Education is to promote the professional growth of teachers through pre-service, in-service and graduate programs, as well as provide educational leadership and support through consultation and research.

The goal of the PRACTICUM within in the Concurrent BA/Bed program is to provide student teachers with opportunities for growth as a professional teacher.

Practice teaching provides opportunities:

- for involvement in classroom settings in which student teachers can relate the professional theory acquired at the Faculty to the practical aspects of teaching in the classroom
- for student teachers to become familiar with the school environment and programs
- to observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism
- to interact with students in a variety of contexts
- for student teachers to examine their own teaching critically
- for student teachers to practice the skills of planning and implementation, communication, and management
- for student teachers to complete tasks assigned by the Faculty
- for associate teachers and the faculty to provide constructive feedback and evaluate the student teacher's professional growth

The associate teachers and the faculty are partners with student teachers in the practicum experience.

GENERAL INFORMATION

The Faculty of Education, in conjunction with the Faculty of Arts and Science, offers a Concurrent program leading to a Bachelor of Arts (Honours) degree in History, Psychology, English, Geography, Math or Computer Science and a Bachelor of Education degree, **or** a Bachelor of Science (Honours) degree in Math and a Bachelor of Education degree. The program is offered in the primary/junior and junior/intermediate divisions.

The Concurrent program is a five year program. Each year student teachers study Education courses and Arts and Science courses. By their fifth year student teachers will have accumulated 23 weeks of practice teaching.

- Student teachers may not make their own arrangements for practicum placements. All placements are made through the PRACTICE TEACHING OFFICE and take into account the agreements made between the Faculty, the particular school board and the requirements of the practicum.
- School boards require students placed in Ontario schools to complete a satisfactory Police Record Check screening prior to having direct contact with students. Students will be issued a wallet sized Identification Card through Ontario Education Services Corporation, which they must sign and make available to school officials with valid photo identification. **Students who do not have a complete Police Record Check through OESC prior to placement, will not be permitted to attend their placement and must then appeal to the Practice Teaching Committee to have their placement rescheduled.**
- Faculty members will supervise student teachers starting in third year of the concurrent program.
- Student teachers are required to complete 23 weeks of practice teaching during the five year program.

Student teachers may not be left on their own during the absence of the associate teacher. They may not assume unsupervised responsibility, nor may they act as supply teachers.

ROLE OF THE STUDENT TEACHER

The student teacher enters the school as an associate member of the teaching profession and should accept the responsibilities assigned by the school principal and the associate teacher. During the practicum experience, the student teacher is observing children, studying the role of the teacher, practicing teaching skills and reflecting on this experience.

Attendance

The student teacher is expected to report to the school office at least 30 minutes before official school opening on the first day of each practice teaching block. On subsequent days of practice teaching, they are expected to report to their assigned classroom at least 30 minutes before the bell rings. The student teacher must remain in the school at least 15 minutes at the end of the day.

Absence During Practice Teaching

If a student teacher is absent for any reason during the practice teaching block, they are required to notify their associate teacher and the school office before school begins for the day. The student teacher is also required to notify the Practice Teaching Office of their absences on the day that they are away from the school. A message is to be left on the voice mail system (705) 474-3461 ext 4224. Missed time (illness or other) may be required to be made up at the discretion of the Dean. If a student teacher misses three days or more due to illness, a medical certificate is to be submitted to the Practice Teaching Office upon return to the Faculty.

Practice Teaching Binder

All written observations, instructional plans and reflections for the current practice teaching block must be kept in reverse chronological order in the Practice Teaching Binder. This completed binder is to be at school each day throughout the practice teaching block. Students are required to keep copies of lessons planned and are to make observations on the components of the classroom program as established by the associate teacher. Binder tabs should include:

- Classroom Observation
- Instructional Plans
- Professional Reflections

Observations

Observation notes must be maintained as outlined in the Observation Learning Log in order to assist with the planning process. It is important to observe the many components of the program, as established by the associate teacher, particularly in a classroom where there is extensive individual programming, the use of learning centers and/or co-operative learning. Observation notes might include specific details about instructional strategies, program and student organization, differentiation, resources, classroom management, evaluation and responsibilities of the teacher. Observation may also be used as a part of the assessment process. At the end of each Practice Teaching block, the Practice Teaching log book must be submitted for marking.

Reflection

Reflections on the practice teaching experiences should provide the student teacher with opportunities on a daily basis to evaluate, in writing, the students' learning, the student teacher's own effectiveness, and the next steps in the learning process.

Reflecting on the student teacher's own effectiveness should assist them in their professional growth because it allows them to identify their strengths and areas for improvement. As well, it provides teacher candidate with a forum to assess suggestions for continued growth made by their associate teacher.

Conducting Classroom Routines

Conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides the teacher candidate with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these routines, but the routines, including the purpose, should be recorded in your observation notes.

Non-Instructional Activities

The student teacher is expected to assume the role of a teacher. Therefore, non-instructional time should be spent observing the work of the associate teacher and the activities of the learners, assisting the associate teacher in routine duties and providing individual help for students. As well, the student teacher should become familiar with the classroom resources and organization.

The student teacher is expected to participate in Professional Development Days where appropriate. As well, the student teacher is expected to assist in the duty schedule established in the school.

Practice Teaching Placement Dates

Practice Teaching dates cannot be changed. As part of the Observation & Practice Teaching course, these dates are carefully determined in consultation with:

- the Registrar's Office. Practicum cannot be scheduled until **after** the Arts and Science exam period;
- the Faculty of Arts and Science class schedule and Faculty of Education class schedule;
- the Consecutive student teachers' practicum dates.

These designated dates for both our Concurrent and Consecutive programs have been provided to all school boards when requesting associate teachers. If one teacher candidate requests a change in placement dates due to employment or other reasons, exceptions for that student must be offered to all other students interested in changing their dates. With over 400 Concurrent students in the program this year and more added each year, this would be impossible to administer.

Changing placement dates not only affects the Practice Teaching Office but the following as well:

- relationships with schools and school boards throughout Ontario;
- faculty advisors who are scheduled to supervise Concurrent candidates during the May practicum;
- potential scheduling conflicts with the Registrar's Office and/or the Faculty of Arts & Science;
- all Concurrent candidates.

Please keep in mind that school boards themselves are dealing with several Universities offering Concurrent and Consecutive programs, whose placement dates are scattered throughout the year. It is necessary for the school boards to be able to keep track of teacher candidates within their schools and to do this the practicum dates must be consistent for all teacher candidates from individual universities. In order to ensure that placements run smoothly, that our good standing with schools and school boards is not jeopardized, candidates are asked to respect the scheduling of practicum.

Criminal Reference Check

Student teachers in the Concurrent program are required to have a valid criminal reference card from Ontario Education Services Corporation (OESC), before attending placement. Only criminal references through the Ontario Education Services Corporation are recognized by school boards in Ontario.

The Ontario Education Services Corporation application forms are provided to all students. **Students who do not have a valid OESC card will not be permitted to attend their scheduled placement.** Candidates will have to appeal to the Concurrent Practice Teaching Committee to request that the placement be rescheduled once they have a valid OESC card. Rescheduling is not guaranteed.

ROLE OF THE ASSOCIATE TEACHER

Associate teachers should provide student teachers with a model of excellence in teaching and professionalism. The associate teacher will guide student teachers and provide feedback. The associate teacher will evaluate the student teacher's success during the practicum using the evaluation form provided by the Faculty.

Mentoring, Supervision and Evaluation

Associate teachers must supervise as well as guide and mentor. Associate teachers will evaluate their student teacher's professional growth by observing their interaction within the classroom.

The associate teacher will discuss the student teacher's work in the classroom on a daily basis in order to provide feedback and suggestions for improvement. They will also assist their student teacher in developing criteria for self-evaluation. Daily feedback on classroom management, professional growth and other aspects of teaching should be part of the formative evaluation for the student (where applicable). At the end of the practice teaching block the associate teacher is required to complete the practice teaching report, outlining strengths and areas for growth.

The associate teacher or student teacher is encouraged to notify the practice teaching office any time during the practicum placement if a student is experiencing difficulty:

Sandra Minor, Practice Teaching Placement Coordinator

Monday to Thursday 9am-3pm, Friday 9am-1pm

Phone: (705) 474-3461 ext 4224 Fax: (705)-495-1303

sandrami@nipissingu.ca

PROFESSIONALISM

All student teachers are expected to follow the Ontario College of Teachers' Foundations of Professional Practice as well as the OTF Code of Ethics. A breach of any part of these standards may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practice teaching component or from being deemed successful overall in the Concurrent Education Program.

CAUSE FOR WITHDRAWAL FROM THE PROGRAM

Any of the following may be considered cause for immediate withdrawal of a student teacher from any practice teaching assignment:

1. A charge by school personnel and/or the Dean of Education's office of physical, or sexual abuse;
2. An assessment by school personnel and/or the Dean's office that the student teacher's behaviour seriously or chronically affects the intellectual, emotional or psychological well being of students;
3. In the opinion of the Dean of Education's office, the associate teacher and/or school principal, evidence that continuation of the placement could have a detrimental effect on the school's program, the students or the staff.

Make-up teaching assignments may be refused, and the student teacher's right to continue in the Concurrent program may be revoked, depending on the seriousness of the concern.

CONCURRENT EDUCATION COURSES

Below are the education courses assigned to each year of the Concurrent BA/BE program. In addition to Education courses, all students take Arts and Science course.

YEAR	Primary/Junior	Junior/Intermediate
1	Observation & Practice Teaching EDUC 1123 Education and Schooling EDUC 4102	Observation & Practice Teaching EDUC 1023 Education & Schooling EDUC 4202
2	Observation & Practice Teaching EDUC 2123 Curriculum Methods EDUC 4434 Language Arts EDUC 4112	Observation & Practice Teaching EDUC 2013 Curriculum Methods EDUC 4474 Language Arts EDUC 4116
3	Observation & Practice Teaching EDUC 3123 Educational Psychology & Special Education EDUC 4203 Language Arts EDUC 4113	Observation & Practice Teaching EDUC 3013 Educational Psychology & Special Education EDUC 4203 Language Arts EDUC 4117
4	Observation & Practice Teaching EDUC 4123 Curriculum Methods EDUC 4444	Observations & Practice Teaching EDUC 4013 Curriculum Methods EDUC 4484
5	Observation & Practice Teaching EDUC 4133 Visual Arts EDUC 4244 Music Education EDUC 4254 Health and Physical Education EDUC 4264 Mathematics Education EDUC 4274 Science Education EDUC 4284 Social Studies EDUC 4294	Observation & Practice Teaching EDUC 4023 Visual Arts EDUC 4308 Music Education EDUC 4314 Health and Physical Education EDUC 4324 Mathematics Education EDUC 4334 Science Education EDUC 4344 Social Studies EDUC 4354 History 4456, English 4406, Geography 4446, Math 4466, Computer Science 4416 (Intermediate Elective Courses)

YEAR TWO PRACTICE TEACHING SCHEDULE

The year two student teacher continues to observe their associate teacher and class but begin to plan and instruct lessons. Prior to each block of practice teaching, the student teacher is required to attend a one-hour Observation and Practice Teaching class. This class is scheduled into the student's timetable.

Block Three - October 13 to October 16, 2009

The student teacher spends one four day week with an associate teacher. They are required to teach co-planned lessons. The associate teacher is to complete and return a report of the student teacher at the conclusion of the practicum.

Mon. Oct 12	Tues. Oct 13	Wed. Oct 14	Thurs. Oct 15	Fri. Oct 16
Thanksgiving	Observation	Observation	Observation Teach one co-planned lesson	Observation Teach one co- planned lesson (AT completes report)

Block Four - May 3 to May 7, 2010

The student teacher spends one week with the same associate teacher as block three. They are to plan and implement lessons using the Nipissing lesson plan format. The associate teacher provides supervision, guidance and support for this process. The student teacher is equipped to plan and teach lessons with the support of the associate teacher. The associate teacher is to complete and return a report of the student teacher at the conclusion of the practicum.

Mon. May 3	Tues. May 4	Wed. May 5	Thurs. May 6	Fri. May 7
Observation	Observation teach 1 co- planned lesson	Observation teach 1 co- planned lesson	Observation Teach 1 lesson	Observation Teach 1 or 2 lessons

NOTE: Please return the May placement report by **May 14, 2010**, as final [student](#) marks are based on the receipt of this report. Reports may be sent by mail, fax or email. For an electronic version of the report, please visit the website www.nipissingu.ca/education/AssociateTeachers.asp or contact conedrpt@nipissingu.ca.

Descriptor Definitions: Block Four Practice Teaching Report

	Pass	DNME
1. Commitment to Pupils and Pupil Learning:		
Shows care and commitment to pupils and to teaching	-Values the individuality of learners and works towards providing meaningful and relevant learning experiences in order to promote and enhance pupils' learning.	-Rarely values the individuality of learners and does not work toward providing meaningful and relevant learning experiences in order to promote and enhance pupils' learning.
Treats pupils equitably and with respect	-Shows understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	-Limited understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.
2. Leadership & Community:		
Collaborates with others to create a learning community	-Engages in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	-does not engage in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.
Assumes professional responsibility (the planned binder, duties, meetings, punctuality, initiative...)	-Requires little direction to assumes his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.	-Has difficulty assuming his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.
3. Ongoing Professional Learning:		
Demonstrates commitment to professional growth	-Takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	-rarely takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.
Engages in reflection	-Completes reflections with detail or analysis in all required areas.	-Does not complete reflections in all required areas.

Key Elements	Pass	DNME
4. Professional Knowledge (planning, implementing and assessing)		
A) Planning:		
Identifies lesson expectations	-Describes what the students will know and be able to do by selecting appropriate expectations and makes necessary refinements.	-Does not describe what the students will know and be able to do because selected expectations are not appropriate to the lesson.
Describes pre-assessment of learners including prior knowledge	-Is able to assess learners' prior learning experiences and needs.	-Does not assess learners' prior learning experiences and needs.
Plans for the learning environment and resources	-Consideration given to the set up of the classroom environment and the selection of resources.	-No consideration of the set up of the classroom environment and the selection of resources.
Familiar with curriculum content	- Content shows consideration given to the sequencing of concepts, facts and skills.	-Content is sparse and as a result no consideration is given to the sequencing of concepts, facts and skills.
Plans teaching/learning strategies	-Includes an introduction; varied teaching/learning strategies with support for the development of the content.	-No consideration given to an introduction; teaching/learning strategies fail to support the development of the content.
Plans a consolidation and application task(s)	-Creates a consolidation with review of the content developed in the lesson; selects an application task which allows students to apply the content.	-No evidence of consideration of a consolidation that reviews the content developed in the lesson; selects an application task which is irrelevant to the content.
Matches assessment with expectations	-Relates assessment directly back to the expectations(s).	-No relationship between assessment and the expectation(s).

Key Elements	Pass	DNME
B) Implement and Assessing:		
Engages the students	-Motivation of students through activities.	-Does not motivate student through activities.
Uses instructional strategies which facilitate learning	-Teaching/learning strategies stimulate involvement.	-Teaching/learning strategies rarely stimulate student involvement.
Uses technologies and resources	-Integration of technology and good use of resources.	-No integration of technology and inappropriate use of resources.
Provides a consolidation and application task	-Consolidation of learning clarifies student understanding of the content; students engage with understanding in application task with little difficulty.	-Fails to use consolidation of learning to clarify student understanding of the content; student have difficulty engaging in application task.
Aware of pacing and timing and the need to be flexible	-Paces and times the lesson to match learners' needs and is able to demonstrate flexibility.	-Not aware of the need or necessity to pace and time the lesson to match learners' needs; Lacks demonstration of flexibility.
4. Management and Communication Practices:		
Models communication practices (voice, spoken/written language...)	-Uses communication practices to enhance the delivery of the lesson.	-Uses unsatisfactory communication practices.
Uses questioning techniques (wait time)	-Engages students through the use of questioning techniques to encourage a range of thinking levels.	-Rarely engages students through the use of questioning techniques to encourage a range of thinking levels.
Promotes a positive and collaborative learning environment	-Promotes a risk free learning environment which encourages pupil participation and responsibility (student /teacher and student/student).	-Rarely promotes a risk free learning environment which encourages pupil participation and responsibility (student/teacher and student/student).
Awareness of off-task behaviors	-Demonstrates understanding of classroom management strategies and applies these strategies and the school's expectations for student conduct to ensure on task behaviour .	-Does not demonstrate an understanding of classroom management strategies and does not apply these strategies and the school's expectations for student conduct to ensure on task behaviour.
Awareness of classroom rules and routines		
Reinforces positive behaviour	-Recognizes and reinforces appropriate behaviour.	-Rarely recognizes and reinforces appropriate behaviour.